

3. Result Analysis

3.1 Appeared and pass rate

A total of 123,660 students were enrolled in all the BEFARe schools. Of the total of 99,019 (80%) enrolled 72,739 (81%) students boys and 26,280 (77%) girls appeared in the annual examination during 2002-03. The remaining students numbering 24,641 were dropouts. Some proportion of students was not allowed to take the exam due to the stipulated criteria in relation to class attendance.

Table 7 presents an encouraging and impressive pass percentage. Out of the 99,019 students who appeared for the exam 90,865 students were successful, which was an overall pass percentage of 92 (92% for boys and 91% for girls').

It can be seen from Table 7 that the pass percentage has improved considerably in 2002-03 (92%) as compared to the rate of 72% in 1996-97 (Result analysis report 1996-97).

Table 7: Resource Center wise details of appeared, passed and failed students by gender

Resource Center	Appeared			Passed			Failed			Pass %ages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Overall
Abbottabad	13372	3630	17,002	12,378	3,303	15,681	988	287	1,275	93%	91%	92%
Bannu	6839	1592	8,431	6,373	1,512	7,885	503	102	605	93%	95%	94%
Hungu	12994	2375	15,369	11,830	2,204	14,034	965	173	1,138	91%	93%	91%
Mardan	10908	3848	14,756	9,903	3,506	13,409	945	344	1,289	91%	91%	91%
Peshawar	19708	6720	26,428	18,234	6,043	24,277	1,724	733	2,457	93%	90%	92%
Shalman	1176	778	1,954	1,116	759	1,875	58	46	104	95%	98%	96%
Timergara	7742	7337	15,079	7,022	6,682	13,704	718	631	1,349	91%	91%	91%
Total	72,739	26,280	99,019	66,856	24,009	90,865	5,901	2,316	8,217	92%	91%	92%
1996-97	47,675	8,390	56,065	34,432	5,999	40,431	13,242	2,392	15,634	72%	72%	72%

Source: BEFARe Study 2003

Among the Resource Centers, Bannu was leading the list with an overall pass percentage of 94%, followed by Peshawar and Abbottabad with a rate of 92%. Nonetheless, pass percentage of the emergency based Shalman camp was even more impressive and was recorded to be the highest amongst all with 96%.

Girls trail 1% behind the overall passing rate of 91% to the boy's percent rate of 92%. However, at Resource Center level girls appear to be ahead of boys in terms of pass percentage in Bannu, Hungu, while they are in par with boys in Abbottabad, Mardan, Timergara. But in Peshawar they are lagging behind boys with a rate of 90% as compared to 93% of the pass rate for boys.

Peshawar has a higher rate of failure with 2,457 while and Bannu has the lower failure numbers with 605. Peshawar is trailed by Timergara, Mardan and Abbottabad with failure figuring 1,349 & 1,289 and 1,275 respectively.

Girls' failure rate is observed to be high in Timergara and least in Bannu. In general girls' failure rate is found to be less than that of boys.

Table 8: Grade wise details of pass ratio by gender

Resource Center	Appeared			Passed			Failed			Pass%ages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Overall
Grade 1	22,232	11,362	33,594	20,146	10,228	30,374	2,231	1,118	3,349	91%	90%	90%
Grade 2	16,496	5,629	22,125	15,014	5,203	20,217	1,314	493	1,807	91%	92%	91%
Grade 3	12,568	3,784	16,352	11,628	3,441	15,069	964	343	1,307	93%	91%	92%
Grade 4	9,527	2,735	12,262	8,753	2,493	11,246	745	221	966	92%	91%	92%
Grade 5	7,081	1,886	8,967	6,645	1,776	8,421	431	124	555	94%	94%	94%
Grade 6	4,835	884	5,719	4,670	868	5,538	216	17	233	97%	98%	97%
Total	72,739	26,280	99,019	66,856	24,009	90,865	5,901	2,316	8,217	92%	91%	92%

Source: BEFARe Study 2003

Grade wise analysis of boys and girls presents interesting but marginal difference of 1% in the pass ratio. Failure rate in grade 1 is observed to be exceedingly high for both boys and girls and gradually decreases with higher grades (Table 8).

3.2 Graduation rate

Graduation rate defined is the number of students who successfully complete grade 6 in comparison to the total number of students actually enrolled in grade 6 at the beginning of the academic year. Table 9 reflects the graduation rate for boys and girls which were calculated at 81% and 75% respectively, while the overall graduation rate remained at 80% during 2002-03.

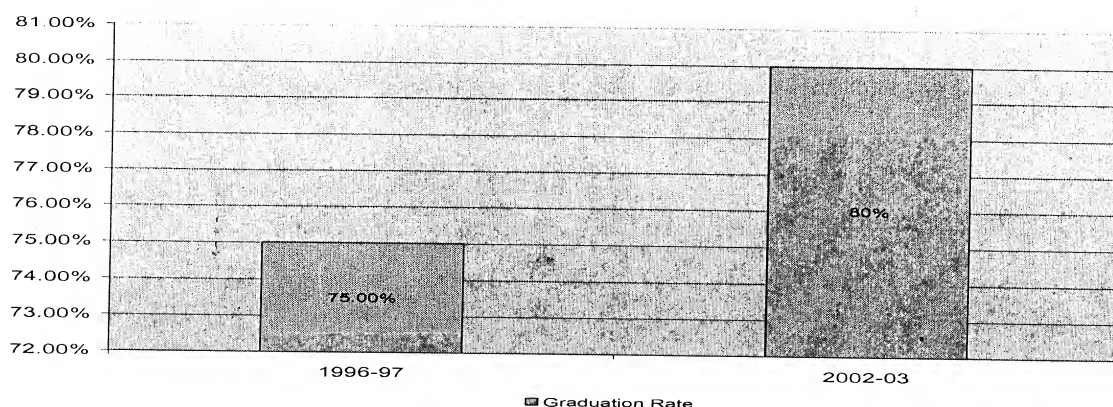
Table 9: Graduation rate by gender during 2002-03

Gender	Enrollment in grade 6	Pass	Graduation rate
Boys	5,767	4,670	81%
Girls	1,165	868	75%
Overall	6,932	5,538	80%

Source: BEFARe Study 2003

It is worthy to note that the overall graduation rate has increased to 80% this year as compared to the rate of 75% for the period 1996-97.

Figure 7: Graduation Rate



3.3 Resource Center wise students performance in all grades

Table 10: Resource Center wise distribution of marks by grade and gender

Resource Centre	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Abbottabad	73%	72%	73%	74%	75%	73%	74%	74%	75%	71%	77%	82%	75%	74%
Bannu	65%	67%	66%	65%	66%	61%	67%	77%	70%	0%	73%	59%	68%	66%
Hungu	67%	65%	66%	67%	67%	69%	65%	69%	69%	74%	71%	81%	68%	71%
Mardan	71%	64%	66%	64%	66%	67%	66%	71%	67%	75%	71%	81%	68%	70%
Peshawar	67%	68%	67%	71%	68%	71%	68%	71%	69%	73%	73%	79%	69%	72%
Shalman	63%	61%	67%	64%	70%	76%	73%	0%	69%	0%	68%	0%	68%	67%
Timergara	62%	62%	62%	61%	65%	60%	64%	62%	66%	66%	68%	67%	65%	63%

Source: BEFARe Study 2003

Table 10 indicates Resource Center wise distribution of student's average percentage of marks obtained in all grades for boys and girls. Maximum score of student's marks has been between 60 and 70. It is interesting to note that none of the boys in any grade could score above 80% marks; however, this feat was achieved by girls in grade 6 in Abbottabad, Hangu and Mardan.

Abbottabad was found to be leading in all Resource Centers in terms of high average scores for both boys and girls which was between 75% and 74%. Timergara was at the bottom of the list of all Resource Centers where boys and girls scored the least total average number of marks (65% and 63%).

It can be seen from Table 10 that girls' average score was more than boys in three Resource Centers namely Hangu, Mardan and Peshawar but was less in the other three Resource Centers namely Abbottabad, Bannu and Timergara.

Table 10 also shows that a small proportion of girls in grade 6 in Abbottabad, Hangu and Mardan could obtain marks above 80% while the remaining students in all grades score was between 60 and 70. It is noticeable that both the highest

and lowest marks were scored by girls' in grade 6. The highest and lowest marks recorded in Abbottabad and Bannu were 82% and 59% respectively.

In general it could be concluded that students in upper grades have performed well as compared to the students in lower grades and there is need for better teaching/learning at lower grades.

3.4 Resource Center wise students performance in subjects

Table 11: Resource Center wise distribution of marks by subject and gender in Grade 1

Resource Centre	Math		Islamiat		Drawing		Calligraphy		Sport		Pashto		Quran		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Abbottabad	71%	70%	71%	69%	75%	74%	72%	74%	81%	80%	73%	69%	71%	69%	73%	72%
Bannu	61%	64%	62%	64%	67%	70%	68%	69%	75%	73%	63%	66%	61%	62%	65%	67%
Hungu	63%	59%	63%	59%	71%	70%	65%	65%	82%	81%	61%	61%	61%	60%	67%	65%
Mardan	85%	62%	64%	62%	71%	66%	71%	62%	81%	74%	63%	61%	65%	63%	71%	64%
Peshawar	61%	61%	63%	62%	71%	72%	68%	71%	84%	87%	62%	61%	60%	62%	67%	68%
Shalman	58%	56%	56%	57%	63%	62%	65%	65%	79%	77%	63%	56%	55%	55%	63%	61%
Timergara	58%	59%	58%	60%	64%	61%	59%	60%	78%	77%	59%	60%	58%	59%	62%	62%

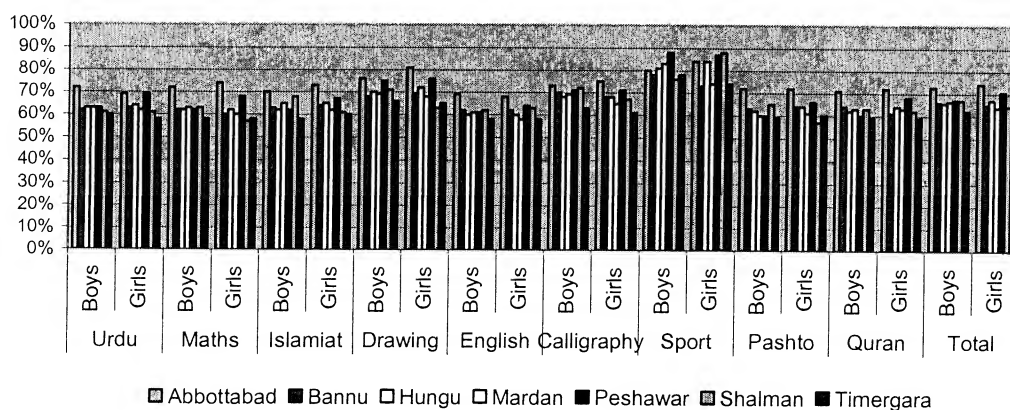
Source: BEFARe Study 2003

Among the Resource Centers Abbottabad has the highest rate of percent in grade 1 with 73%, 72% for boys and girls respectively. Timergara had the lowest with total scores 63%, 61% for boys and girls.

Subject wise analysis (Table 11) shows that the highest marks (87%) were scored in Sports interestingly by girls. In Maths the maximum mark recorded was 85% scored by boys in Mardan, while the minimum 59% mark was in Hangu by girls.

In Islamiat and Pashto, boys had obtained the highest marks 71%, 58% in Abbottabad and lowest 73%, 59% in Timergara accordingly.

Figure 8: Grade 2 students performance



In grade 2, the marks of the girls 74% were found to be the maximum of the total average marks from Abbottabad. The minimum mark was recorded as 61% scored by girls' from the schools in Timergara Resource Center.

In Urdu and English, maximum mark for boys was 72% and 69% and for girls it was 69% and 68% respectively in Abbottabad. The minimum mark in Urdu and English was recorded 60%, 58% for boys and 58%, 58% for girls accordingly in Timergara Resource Center.

In Mathematics, girls led the table with 74%. However, the lower figure of 58% was shared by both girls and boys. Both boys and girls from Abbottabad had scored the highest in mathematics while students in Timergara scored the lowest (table 12).

Table 12: Resource Center wise distribution of marks by subject and gender in Grade 3

Resource Centre	Urdu		Maths		Islamiat		Drawing		English		Sport		Pashto		Quran		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Abbottabad	72%	69%	71%	71%	74%	71%	78%	80%	71%	66%	84%	84%	74%	72%	74%	71%	75%	73%
Bannu	64%	61%	62%	59%	64%	60%	69%	60%	62%	60%	78%	69%	63%	60%	63%	62%	66%	61%
Hungu	65%	66%	60%	65%	63%	66%	71%	74%	64%	63%	85%	84%	62%	68%	65%	66%	67%	69%
Mardan	65%	69%	61%	59%	64%	65%	69%	69%	63%	68%	82%	79%	61%	63%	65%	66%	66%	67%
Peshawar	67%	73%	59%	63%	64%	66%	74%	79%	65%	66%	88%	89%	63%	63%	64%	68%	68%	71%
Shalman	64%	74%	66%	63%	66%	74%	74%	79%	67%	76%	84%	93%	71%	74%	66%	73%	70%	76%
Timergara	62%	57%	60%	56%	60%	57%	69%	62%	61%	56%	81%	73%	62%	58%	63%	60%	65%	60%

Source: BEFARe Study 2003

Abbottabad was ahead of all Resource Centers in grade 3 where the recorded total average marks for boys and girls were 75% and 73% respectively. Timergara is at the bottom of the list with score at 65% for boys and 60% for girls.

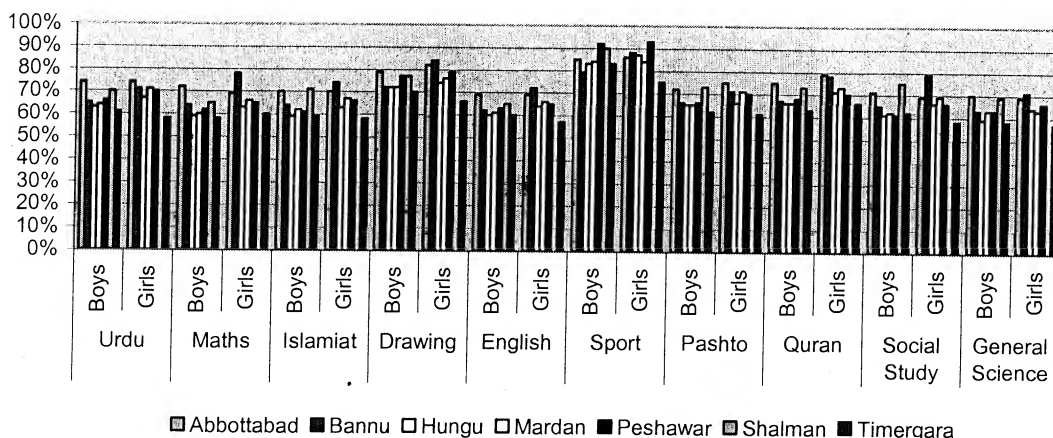
In three Resource Centers (Hangu, Mardan and Peshawar) average marks of girls were higher than boys while in the remaining Resource Centers boys had scored more than girls.

In Urdu and English, boys from Abbottabad had scored high marks 72% and 71% while girls in Peshawar had secured the maximum average marks 73% in Urdu but the total average marks for girls in English were dropped to 56%.

In Mathematics, high average marks of boys and girls (71%, 71%) were recorded again in Abbottabad and least (60%, 56%) in Timergara.

In Islamiat and Pashto, boys have obtained high average marks (74%, 74%) in Abbottabad and girls' has scored least average marks (57%, 58%) in Timergara accordingly.

Figure 9: Grade 4 students performance



Interestingly in grade 4 Resource Center Bannu has preceded the other Resource Centers with maximum total average marks 77% obtained by girls followed by boys score of 74% at Abbottabad Resource Center.

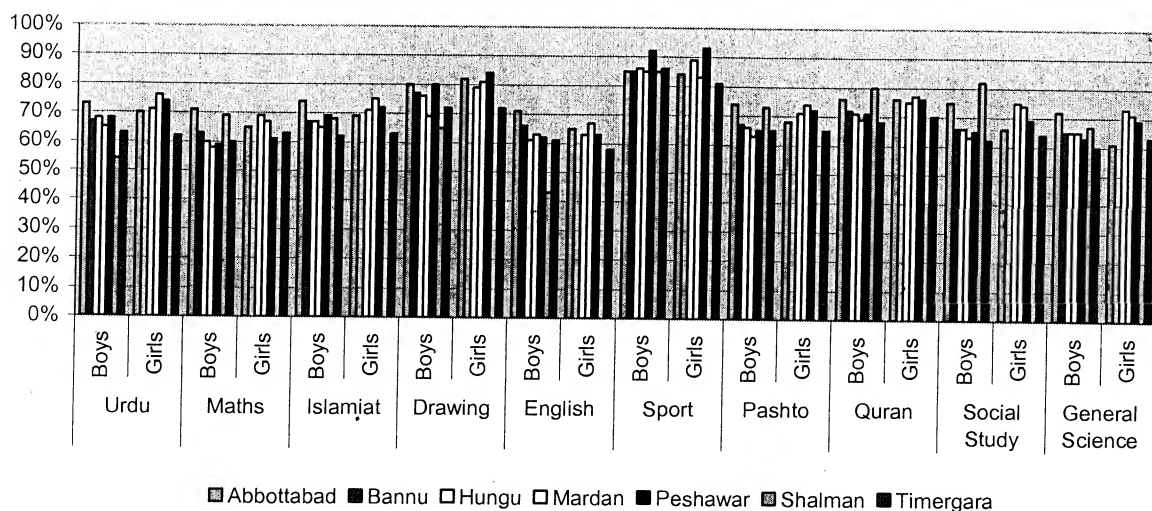
High total average marks scoring over 90s could be seen for both boys and girls for sports in Peshawar Resource Center, followed by girl's 84% and 82% score for drawing from Bannu and Abbottabad respectively.

In Urdu, Abbottabad is ahead with high average calculated marks 74% each for boys and girls. Timergara again was found lagging behind with 61% and 58% marks for boys and girls. 72% average marks for girls were recorded in English from Bannu Resource Center and the lowest score of 57% of girls was again from Timergara.

In Social Studies and General Science, girls in Bannu had scored maximum average marks of 79%, 71% followed by boys from Abbottabad with an average marks of 70% and 74%. Timergara was again found with lower calculated values.

Abbottabad is leading in Pashto having secured high average marks followed by Bannu and Mardan and Timergara at the bottom with the lowest scores.

Figure 10: Grade 5 student performance



In grade 5 girls total average marks in all subjects were found to be greater than average marks of boys in three Resource Centers (Hangu, Mardan and Peshawar) calculated as 74%, 75% and 73% accordingly.

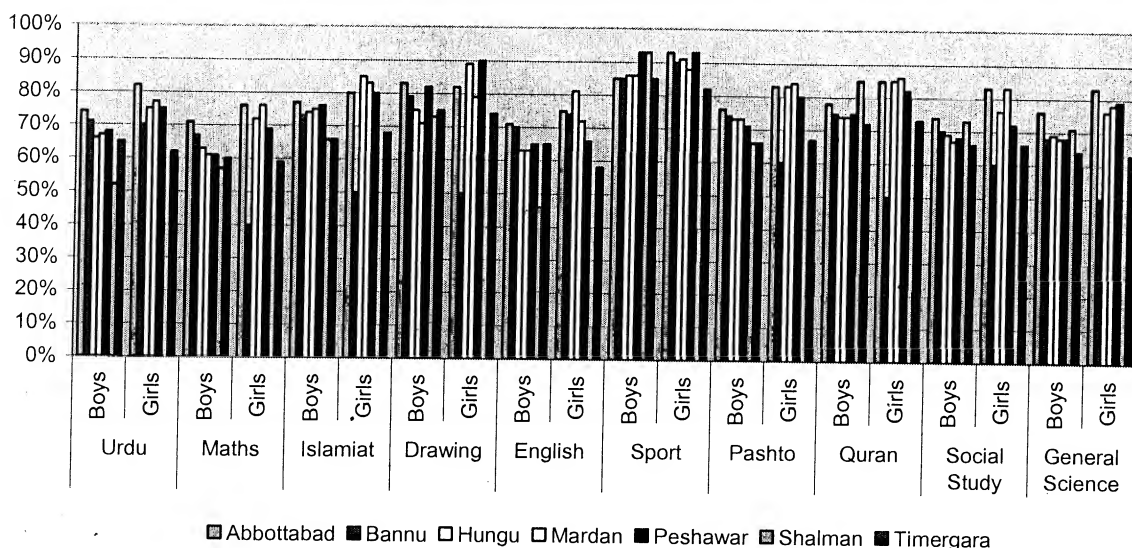
In sports again high marks in 90s were to be observed for boys and girls in Peshawar and Abbottabad Resource Center trailed behind in average marks in the subject of drawing.

In Urdu and English, girls have performed better than boys in Hangu, Mardan and Peshawar Resource Centers (71%, 76% 74%). However students in the Resource Center Abbottabad had recorded high average marks for boys and girls (73%, 70%) as compared to the other Resource Centers.

In Mathematic, Abbottabad has higher average marks with 71% scored by boys followed by Hangu where high calculated average mark 69% was scored by girls'. The lowest average percent of marks was from in Peshawar Resource Center which was 59% and 61% for boys and girls respectively.

In Social Studies and General Science, performance of boys at Abbottabad and girls in Hangu was calculated to be better as compared to other Resource Centers. The upper calculated figure in these subjects was estimated 75% each for boys and girls and lower value for boys was calculated 62% and girls 61%.

Figure 11: Grade 6 students performance



In grade 6, Abbottabad is in forefront with high average marks for boys and girls (77%, 82%) followed by Resource Centers Hangu and Mardan 71%, 81% for boys and girls in each of the Resource Centers. Timergara and Banuu was placed at the bottom with least recorded values 68% for boys at Timergara and 59% for girls in Bannu.

In Urdu, girls have excelled over boys in Abbottabad, Hangu, Mardan and Peshawar and trailed behind in the other Resource Center. Similarly, average marks for girls in English were more than boys in all Resource Centers except Timergara.

In Pashto, Abbottabad was found to be ahead of all Resource Centers with average marks 76%, 83% for boys and girls respectively while Timergara was observed to be at the bottom in comparison with other Resource Centers.

In Mathematics, children in the Resource Center Abbottabad had scored the highest marks and Timergara was again behind with lowest average marks for boys and girls. However the lowest recorded marks was in Bannu with surprisingly a very low average marks of 40% for girls.

In Social Studies and General Science, the performance of students from Resource Center Abbottabad was observed to be the best among all Resource Centers. The highest and least values in these subjects were scored by girls to be 83% and 50% which was from Abbottabad and Bannu Resource Centers respectively.

3.5 Student's performance in subjects and grades

The table 13 below present student average marks in various subjects and grades.

Table 13: Subject wise distribution of student's marks by grade and gender

Subjects	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			63%	64%	66%	67%	66%	69%	65%	71%	66%	74%	65%	69%
Maths	65%	62%	63%	63%	63%	62%	63%	67%	63%	65%	63%	65%	63%	64%
Islamiat	62%	62%	64%	65%	65%	66%	64%	66%	67%	70%	72%	74%	66%	67%
Drawing	69%	68%	71%	71%	72%	72%	74%	77%	74%	80%	77%	77%	73%	74%
English			62%	62%	65%	65%	63%	66%	61%	63%	63%	71%	63%	65%
Calligraphy	67%	67%	69%	68%									68%	67%
Sports	80%	78%	81%	81%	83%	82%	85%	86%	86%	86%	88%	90%	84%	84%
Pashtu	63%	62%	63%	63%	65%	65%	67%	69%	68%	70%	71%	76%	66%	68%
Quran	62%	61%	63%	64%	66%	67%	68%	73%	72%	75%	76%	77%	68%	69%
Social Studies							65%	68%	68%	70%	70%	73%	68%	70%
Gen. Sc							64%	65%	65%	67%	69%	72%	66%	68%
Total	67%	66%	67%	67%	68%	68%	68%	70%	69%	72%	72%	75%	68%	70%

Source: BEFARe Study 2003

It is important to mention here that girls' had excelled boys in overall performance. The percentage average marks for girls were calculated as 70% as compared to boys 68%.

Table 13 depicts an almost uniform performance for boys and girls in lower grades; however girls' performance has improved significantly in higher grades. Similarly, total average marks were observed to be increasing along with the grades for both boys and girls'.

The highest total percent of average marks was scored by girls in grade 6 as 75% and the lowest 66% was also scored by girls in grade 1.

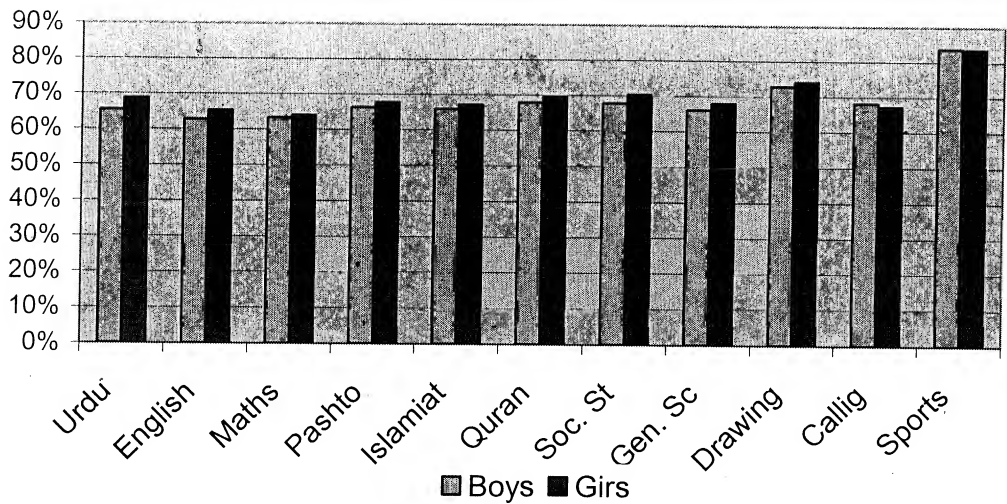
According to the Formal Education (FE) grading system of distribution of marks all the boys and girls in all grades fall into "B" (61-80). However, neither boys nor girls had obtained "A" (81-100) in the subjects. It is important to highlight that the total average marks of the majority of student's were between 60 and 70.

A total of 11 subjects are taught at primary level spread over the 6 years period. In Urdu the percentage of the total average marks were recorded at 65% and 69% for boys and girls respectively while the scores obtained in English was lower to 63% and 65% for both boys and girls.

The results of mathematic could be stated as poor for both boys and girls with only total scores 63% and 64% respectively.

Social studies and general science were taught to students in higher grades 4, 5 and 6. Interestingly the calculated average marks for girls' were recorded to be better than boys. The total average marks were documented as 70%, 68%, for girls' and 68%, 66% for boys in social studies and general science accordingly.

Figure 12: Comparison of Boys and Girls average marks in all subjects

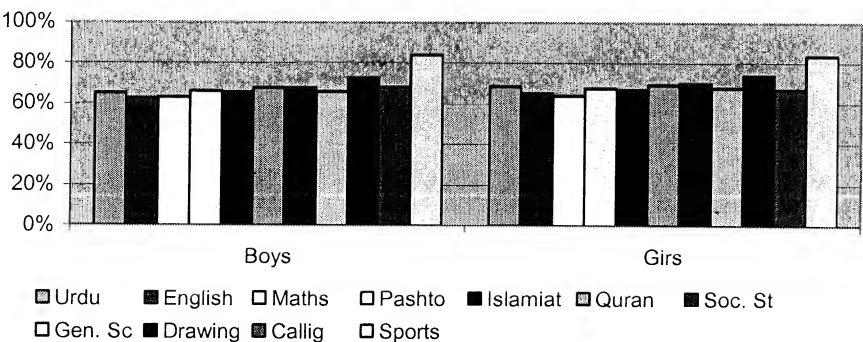


The results of Islamiat and the Quran indicate that the performance in all grades in these subjects was almost similar, where girls lead than the boys.

The best performance was noted in Sport for both boys and girls with an average mark of 84% for each.

It can be concluded from the above analysis that average marks of both boys and girls fall in the category "B". However girls' average marks was calculated in 70s while boys in 60s.

Figure 13: Comparison of avarage marks in various subjects



Introduction

GTZ-BEFARe has been imparting basic education in formal and non-formal sectors to Afghan refugee since 1985. Presently, there are 320 formal schools functioning under its responsibility. The academic year 2002-03 concluded in March with the announcement of the annual result. After the announcement of the results MIS/PM&E unit, in collaboration with Formal Education unit commenced to collect data of the results for analysis. The exercise aimed to analyze the increase in enrollment, dropout rate and explore gender wise student performance in the exam, in order to establish the levels of achievement.

This report is the outcome of that exercise. It is composed of two parts. Part 1 present the overview of the enrollment and growth rates, dropout and repetition rates and identify trends from the available statistics. It also gives an analytical picture of the students' performance. Part 2 underlines the detail information of all aspects such as enrollment and dropout rates and gender based analysis of the progress of students for each Resource Center separately.

Methodology

The data collected from the field is the major source of information for this report. However, for analysis of trends and comparison of statistics, previously available data was also made use of.

For primary data collection MIS/PM&E unit developed a proforma, which was administered to each school separately. Field Education Supervisors (FES) were responsible for data collection. Head Teachers (HT) were made responsible to calculate the average marks by using simple arithmetic mean for their respective schools. The data, thus calculated was transferred to proforma and returned to FES, who after checking forwarded on to Master Trainers (MTs). MTs, after verifying validity of the data, funneled the sheets to the MIS/PM&E unit where the data was fed into the computer for analysis. To maintain accuracy, calculations were carried out by database and spreadsheet programme. Graphical presentation of data was done through Microsoft Excel.

Delimitation

Collection of student marks on individual basis would have required more resources and time therefore average data of student's marks was collected from schools by applying arithmetic mean. Every effort was made to present the factual situation, but the collection of data in an average basis per school may have influenced the factual situation.

Figure 14: Maximum and Minimum Enrollment in Resource Centres

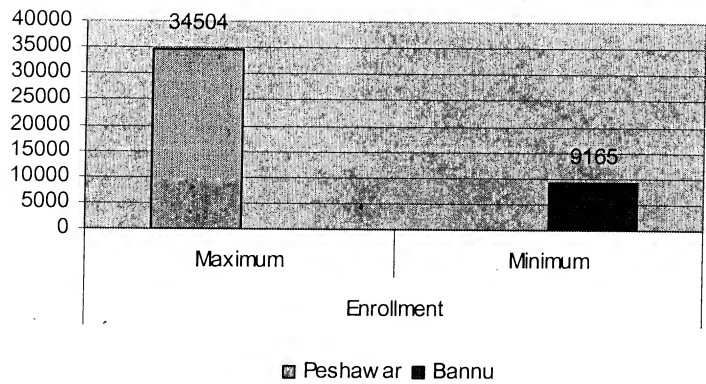


Figure 15: Maximum and Minimum Dropouts in Resource Centers

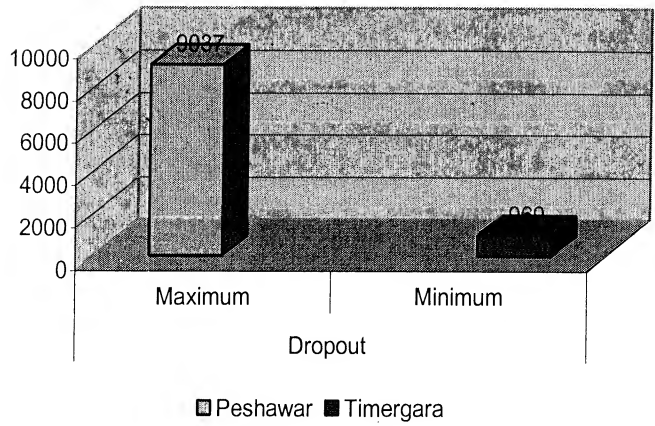
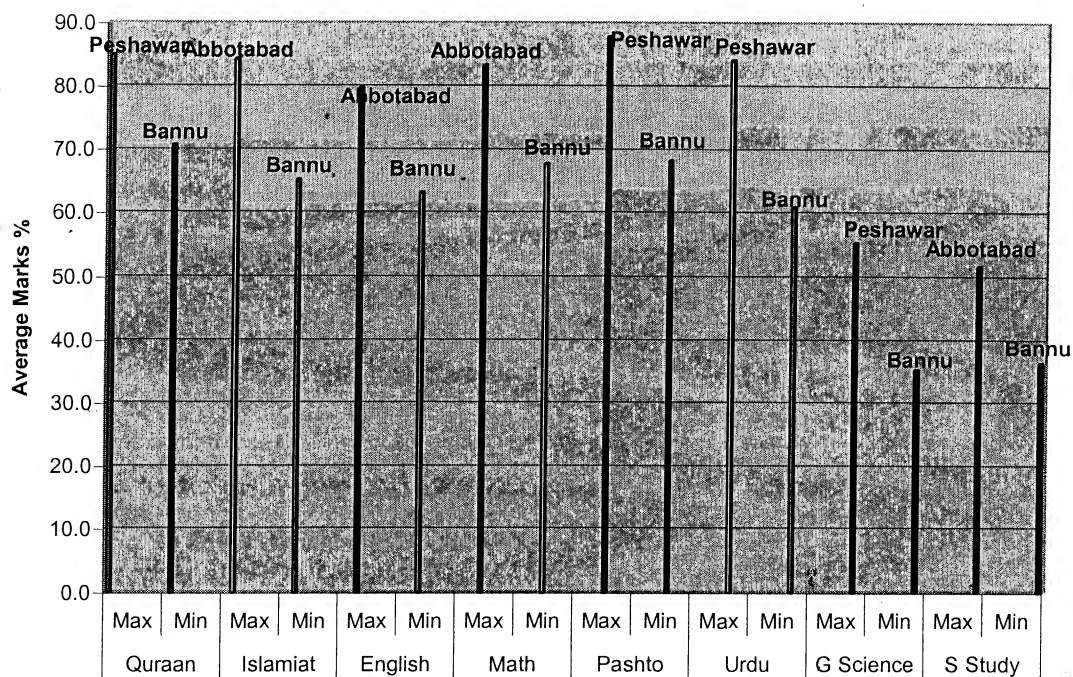


Fig: 16 Maximum & Minimum percentage of Marks in Resource Centers



4. Findings

Enrollment

- Total enrollment has increased by 17% as compared to the figure of the previous year enrolled and 103% to the total enrollment in 1996-97
- The proportion of girls enrollment has increased by 28% as compared to the girls enrollment in 1996-97

Repeaters

- Repeaters were noted to be 7% and fresh enrollment was estimated as 93%

Dropout

- High dropout rate (15%) was observed for this year which was more than twice to the previous years dropout rate of 7%
- Dropout among girls was higher than boys
- Girls' dropout rate of 100% was recorded in grade 5 in Nowshera district
- An equal dropout ratio was calculated in all grades

Examination and Results

- 99,019 (80%) students appeared in the examination out of the total enrolled 123,660
- Rate of appearance of boys 981%) was high than girls (77%)
- Total pass percentage was recorded 92% (boys 92% and girls 91%) which is an increase from 72% in 1996-97
- It was observed that pass percentage increases from lower to higher grades
- Boys hold highest pass percentage of 99% in Bannu Resource Center
- Girls performance in terms of marks percentage was better than boys
- Girls performance has improved towards category "A" (81-100) from lower to higher grades in all Resource Centers
- Abbottabad Resource Center hold high pass marks percentages for both boys and girls and Timergara hold the lowest
- Students' performance in Resource Center Peshawar compared to other Resource Centers could be termed un-satisfactory, notwithstanding the fact of the availability of a large number of qualified staff in the Resource Center.

Cohort Survival and Graduation Rate

- Cohort survival rate has improved for boys and girls
- 80% students (81% boys and 75% girls) has graduated during 2002-03
- The highest graduation rate of 90% was found for boys in Resource Center Bannu whereas for girls it was 84% in Timergara Resource Center

5. Recommendation

Based on the detail analysis of all statistics the following suggestions are forwarded to improve the qualitative aspect of education.

- To enhance the effectiveness of education, FE unit requires to develop and follow a well defined marking mechanism based on standard benchmarks that would facilitate and increase the reliability of the performance measurement.
- To minimize the biasness and favoritism it is suggested that the examinations should be conducted under the supervision of a neutral invigilator. It is further recommended that the papers should be checked at a neutral place (Resource Center) and by neutral persons.
- To strengthen the quality of education the class strength in early grades should not exceed 40 students. Moreover, qualified and professional teachers should be assigned with the task to teach the initial grades. In case of constraint of inadequate number of teachers the introduction of multi-grade teaching at higher grades is recommended.
- Admission of under age students in grade 1 is adversely affecting students' performance and result in high dropouts. Thus admission to student below 5 years of age should be avoided in regular grades. Strict adherence to admission policy in this regard would serve the purpose.
- The Head Teachers are placed with dual responsibility of teaching and administration. To effectively manage the administrative affairs the Head Teachers, if possible, should be freed from teaching responsibility.
- At some places in hilly areas annual examination commences immediately after the winter vacation, which adversely affects the students performance in the exam. The annual exam in such areas, if possible, should be re-scheduled to some other suitable time.
- Dari speaking students encompasses significant proportion of enrollment. To over come the difficulty faced by those student studying in Pashto. Dari curriculum should be introduced (if feasible) at the earliest to improve their performance.
- While calculating the percentage of attendance, late admission students should be treated separately to ensure the students are not debarred unnecessarily from the exam.
- To allow more students to appear in the annual exam, a change in the rule of 75% attendance should be introduced in schools in hilly area
- There is an urgent need to improve T/L at lower grades
- Importance of concept based evaluation

Part II

1. Resource Center Abbottabad

1.1 Enrollment

Total enrollment in Abbottabad Resource Center was 19,857 included 15,361 boys and 4,496 girls. Abbottabad Resource Center contribution to the total enrollment of 123,660 was 16%. The proportion of district Haripure enrollment to the total enrollment in Abbottabad was more than other districts which was documented as 8,960 boys and 3048 girls. The lowest enrollment for both genders was recorded in district Ghazi which was 1,121 and 261 boys and girls respectively.

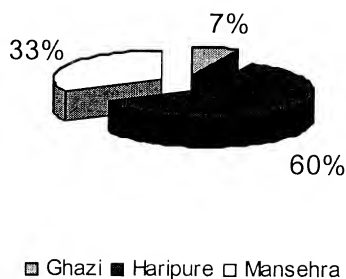
Abbottabad Resource Center has three districts namely Ghazi, Haripure and Mansehra districts. Among them Haripur district has the high strength of student as 12,006 in comparison to other districts in Abbottabad Resource Center.

Table A1: Distribution of students by districts

District	Enrolled			Repeater			Fresh enrollment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ghazi	1121	261	1,382	175	23	198	946	238	1,184
Haripure	8960	3046	12,006	706	172	878	8,254	2,874	11,128
Mansehra	5280	1189	6,469	564	91	655	4,716	1,098	5,814
Total	15,361	4,496	19,857	1,445	286	1,731	13,916	4,210	18,126

High percentage of repeaters was recorded in district Ghazi in both genders which were 16% (175) boys and 9 % (23) girls followed by District Mansehra in which the rate of repeaters was calculated to be 11% (564) boys and 8% (91) girls. The least percent of repeat cases for boys and girls were noted in district Haripure as 8% (706) and 6% (172) respectively.

District Wise Share in Total Enrollment

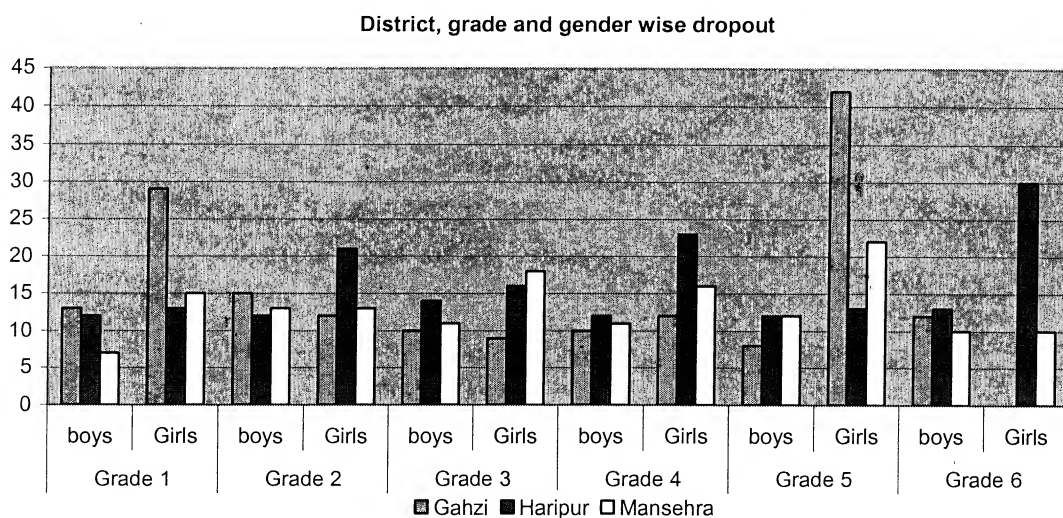


The significant percentage of repeaters reflects the change in attitude of Afghan refugees towards education. Their active involvement in the education process enabled the communities to realize the importance of education and not to withdraw the student after failure. The CP&D should be credited for ensuring the active involvement of community in the education process.

1.2 Dropout

In Abbottabad Resource Center highest dropout was observed in Ghazi district especially in grade 1 and 5 among girls. Haripur district remained second for dropout particularly in grade 2, 4 and 6 among girls. The lowest rate of dropout was recorded in Mansehra district in all grades except grade 3 girls.

The main reason for the dropout in Afghan community is Poverty. To earn livelihood they do different types of work which required them to go outside their place of residence thus making their habitation temporary in a particular area. Ghazi and Haripur districts, due to seasonal migration of the families to Punjab province during harvesting season where they work as daily wager, suffered the retention rate of students in schools.



Grade wise dropout statistic of all districts in Abbottabad Resource Center

Table A2: Grade wise details of dropout of district Ghazi

	Enrolled		Dropped		Overall	Dropout in %	
	Boys	Girls	Boys	Girls		Boys	Girls
Grade I	398	139	53	40	93	13%	29%
Grade II	260	57	39	7	46	15%	12%
Grade III	172	33	17	3	20	10%	9%
Grade IV	125	18	12	4	16	10%	22%
Grade V	91	14	7	6	13	8%	43%
Grade VI	75	-	9	0	9	12%	0%
Total	1,121	261	137	60	197	12%	23%

In Ghazi district High dropout was observed in girls especially in grade 1, 3 and 4 which was 29%, 25% and 43% respectively. While in boys high dropout was recorded in grade 1, 2 and 6 which was 13%, 15% and 12% respectively. The highest percentage of dropout among boys was in grade 2 while in girls was in grade 5.

While analyzing the dropout among districts it was noted that the dropout rate in Ghazi district was high in grade 1 and 2 for boys and for girls high dropout was found to be in grade 1 and 5 as compare to other districts in the entire Resource Center.

Table A3: Grade wise details of dropout of district Haripur

	Enrolled		Dropped		Overall	Dropout in %	
	Boys	Girls	Boys	Girls		Boys	Girls
Grade I	2813	1482	332	189	521	12%	13%
Grade II	1,957	745	243	158	401	12%	21%
Grade III	1,564	402	215	63	278	14%	16%
Grade IV	1,158	219	134	51	185	12%	23%
Grade V	877	141	106	19	125	12%	13%
Grade VI	591	57	74	17	91	13%	30%
Total	8,960	3,046	1,104	497	1,601	12%	16%

Overall gender wise dropout in Haripur district was 12% and 16% in boys and girls accordingly. Grade wise highest dropout among boys was recorded in grade 3 which was 14% while in girls it was in grade 6 as 30%. Grade wise high dropout in girls was noted in grade 2, 4 and 6 which was 21%, 23% and 30% respectively. Besides child labor (boys) and helping parents in their work, the main reason for the high dropout among girls is the cultural constraint of not allowing girls' education in the upper grades due to attainment of age of puberty and engagements.

Table A4: Grade wise details of dropout of district Mansehra

	Enrolled		Dropped			Dropout in %	
	Boys	Girls	Boys	Girls	Overall	Boys	Girls
Grade I	1525	390	109	59	168	7%	15%
Grade II	1,241	253	157	34	191	13%	13%
Grade III	935	216	101	38	139	11%	18%
Grade IV	686	152	75	25	100	11%	16%
Grade V	518	130	63	29	92	12%	22%
Grade VI	375	48	39	5	44	10%	10%
Total	5,280	1,189	544	190	734	10%	16%

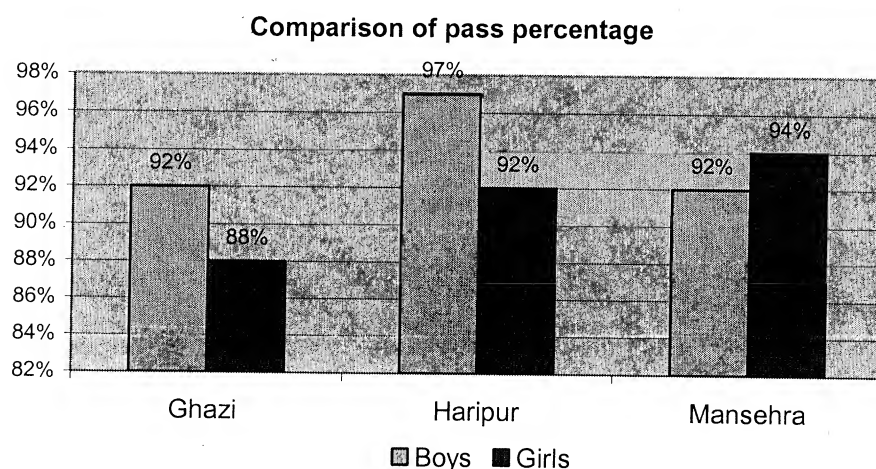
In Mansehra district the overall gender wise dropout rate was recorded as 10% in boys and 16% in girls which was low as compare to Ghazi and Haripur districts dropout (12% and 23%) and (12% and 16%).

Highest dropout was noted (13%) for boys in grade 2 and (22%) in girls in grade 5 accordingly. Grade wise high rate of dropout in boys was observed in grade 2 and 5 which was 13% and 12% respectively.

1.3 Results analysis

1.3.1 Appeared and Pass ratio

The total pass percentage of Resource Center Abbottabad was computed 92% (boys 93% and girls 91%). Total 17,002 students were enrolled in Resource Center Abbottabad during the academic year 2002-03, out of which 15,681 students appeared in the examination. 15,681 students (12,378 boys and 3,303 girls) were declared successful and 1,275 students were failed in the examination (988 boys and 287 girls).



Haripur district was leading the other districts with 97% and 92% pass ratio for boys and girls respectively. Girls with 92% pass percent were ahead of boys

(88%) in Ghazi district while trailing again with 92% to boys 94% pass ratio in district Mansehra.

District wise details of appeared, not appeared and pass percentage are given as under.

In the academic year 2002-2003, from Ghazi district a total of 1,149 students comprising of 977 boys and 172 girls appeared in the exam in which 92% (896) boys and 88% (151) girls were successful.

In grade wise and gender wise comparison it was observed that the highest pass percentage was observed in boys 94% in grade 6. Furthermore in all grades the boys pass percentage was also above 90% while in girls it varied between 85% and 93%. The lowest pass percentage was noted for girls in grade 1 which was 85%.

The total rate of students who were not appeared in exam due to short attendance was 3%. In grade wise analysis the higher rate of students who were not appeared in exam was in grade 1 which was 7 %.

Table A5: Grade wise details of appeared and pass students in district Ghazi

Grade	Appeared			Not Apeared			%	Passed		Passed %	
	Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	343	72	415	2	27	29	7	315	61	92%	85%
Grade II	219	50	269	2	0	2	1	199	46	91%	92%
Grade III	153	28	181	2	2	4	2	142	24	93%	86%
Grade IV	113	14	127	0	0	0	0	102	13	90%	93%
Grade V	83	8	91	1	0	1	1	76	7	92%	88%
Grade VI	66	0	66	0	0	0	0	62	0	94%	0%
Total	977	172	1149	7	29	36	3	896	151	92%	88%

In Haripur district a total of 10,050 students appeared in the annual examination for the year 2002-2003. This figure included 7,564 boys and 2,486 girls. The pass ratio in boys in Ghazi district was observed as 97% and in girls 92%.

In gender and grade wise analysis it was also observed that the pass percentage has improved as students moved to higher grades i.e. boys in grade 1 it was 99% while in girls it was 100%. Overall result was very impressive as all the percentages were above 90 except in grade 4 in girls which is 89%.

Total number of students who were not appeared in exam due to short attendance was 355 comprising 7% of the total enrollment in district Haripur. The higher rate of not appeared students was observed in grade 1 and 5 which was 5% while in other grades it was less.

Table A6: Grade wise details of appeared and pass students in district Haripur

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	2396	1244	3640	85	49	134	4	2327	1149	97%	92%
Grade II	1646	577	2223	68	10	78	3	1601	526	97%	91%
Grade III	1300	337	1637	49	2	51	3	1264	308	97%	91%
Grade IV	979	168	1147	45	0	45	4	925	149	94%	89%
Grade V	749	120	869	22	2	24	3	726	110	97%	92%
Grade VI	494	40	534	23	0	23	4	490	40	99%	100%
Total	7564	2486	10050	292	63	355	7	7,333	2,282	97%	92%

During academic year 2002-2003 total numbers of 5,437 students comprising 4,507 boys and 930 girls appeared in the annual examination in Mansehra district. Overall pass percentage among boys was 92% and girls 94%.

Overall percentage of the students who did not appear in exam was 5%. In grade wise analysis the higher rate was observed in grade 1 which was 7% while the lower percentage (3%) was noted in grade 2.

Table A7: Grade wise details of appeared and pass students in district Mansehra

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	1301	317	1618	115	14	129	7	1189	281	91%	89%
Grade II	1062	205	1267	22	14	36	3	966	194	91%	95%
Grade III	801	162	963	33	16	49	5	733	150	92%	93%
Grade IV	578	118	696	33	9	42	6	541	110	94%	93%
Grade V	440	88	528	15	13	28	5	415	95	94%	108%
Grade VI	325	40	365	11	9	20	5	305	40	94%	100%
Total	4507	930	5437	229	75	304	5	4,149	870	92%	94%

1.3.2 Graduation rate

In the academic session 2002-2003 total enrollment of grade 6 in Abbottabad Resource Center was 1,146 comprising of 1,041 boys and 105 girls. Among them 82% (857) boys and 76% (80) girls were graduated successfully.

The highest percentage of graduation was recorded in Ghazi district among boys as 83% while the lowest graduation rate was observed among girls in Haripur district as 70%.

Table A8: District wise graduation rate

District	Enrollment		Pass		Percentage	
	Boys	Girls	Boys	Girls	Boys	Girls
Ghazi	75	0	62	0	83%	0%
Haripur	591	57	490	40	83%	70%
Mansehra	375	48	305	40	81%	83%
Total	1041	105	857	80	82%	76%

1. Enrollment

Total enrollment in the BEFARe formal schools in the year 2002-03 was 123,660, twice as compared to the figure for 1996-97 which was 60,804. The highest and lowest enrollment figures were recorded in the Resource Centers of Peshawar and Bannu as 36,719 and 9,617 respectively, indicated in Table 1.

Similarly, the highest enrollment of girls was also high in Peshawar (10,036) followed by Timergara (8,392) and with the lowest in Bannu (1,836). A high number of fresh enrollment of girls' was witnessed in Peshawar and Timergara, which was 9,503 and 7,686 respectively.

Table 1: Resource Center enrollments, repeaters and fresh enrollments

Resource Center	Enrolled			Repeater			Fresh		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abbotabad	15,361	4,496	19,857	1,445	286	1,731	13,916	4,210	18,126
Bannu	7,781	1,836	9,617	529	51	580	7,252	1,785	9,037
Hungu	16,043	2,859	18,902	1,374	229	1,603	14,669	2,630	17,299
Mardan	12,874	5,257	18,131	1,159	277	1,436	11,715	4,980	16,695
Peshawar	26,683	10,036	36,719	1,682	533	2,215	25,001	9,503	34,504
Shalman	2,055	1,396	3,451	-	-	-	2,055	1,396	3,451
Timergara	8,591	8,392	16,983	826	706	1,532	7,765	7,686	15,451
Total	89,388	34,272	123,660	7,015	2,082	9,097	82,373	32,190	114,563
1996-97*	51,839	8,965	60,804	0	0	0	51,839	8,965	60,804

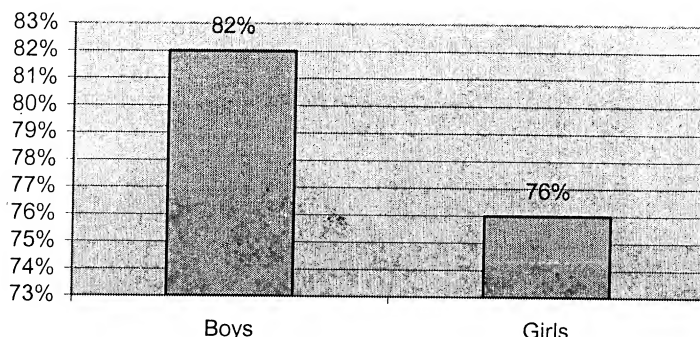
Source: BEFARe Study 2003

In order to accommodate the influx of students many more new schools were opened. Thus the total number of schools has increased to 320 during 2002-03 from 285 in 2001-02. Where the opening of separate schools for boys and girls was not possible, co-education was introduced to ensure that no child was denied of the right to education. Moreover, double shift schools were also introduced in areas where opening of a new school was not feasible on technical grounds. Thus the cost-effectiveness of the educational process has also been maintained by the project. The above is indicative of the project's endeavor towards its prime aim of increasing access to education.

Grade 1 and 2 constituted the bulk of enrollment for both genders but in higher grades the enrollment has dwindled. Dropout, failure from early grades could be the major factor cited for the decline in the number of enrolled students in higher grades.

Unfortunately, there is no single curriculum being taught to Afghan refugee children. The schools associated with various agencies or run on a private basis

Graduation Rate Resource Center Abbottabad



1.3.3 Students Performance in Subjects and grades

1. District Ghazi

In subject and grade wise analysis it was noted in Ghazi district that in Urdu subject the average marks of boys moved in an increasing trend and mainly falls in grade "B" (min.72-max.83). The highest average marks were scored by boys in grade 5 as 83% while in the same grade the girls scored the lowest average marks as 61%. In all grades the overall scored grade by the girls was "C" (min.61-max. 70).

In Mathematics, the boys' overall calculated average marks falls in grade "B" (min.69-max.79). The highest marks were obtained by the boys as 79% in grade 2. Slight fluctuation was observed in grade wise marks of boys. Overall marks of girls were remained in grade "C" (min.65-max.70) while the highest marks among girls were 75% in grade 4.

Overall grade wise marks of boys in Islamiyat subject were observed in grade "B" (min.68-max.82). The highest average marks among boys were noted in grade 3 and then decreased in grade 4 but in grade 6 it again came to grade "B". Whilst in girls a constant fluctuation in average marks was noted in each grade ranging from grade "C" to "B".

In English subject, the overall grade among boys and girls was recorded as "C" (min.63-max.80). The highest average marks were obtained by the boys in grade 5 where the girls' average marks were 70%.

Table A9: Subject wise distribution of average marks in district Ghazi

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			74	63	67	67	72	70	83	61	76	-
Mathematics	69	65	79	70	72	69	70	75	67	67	75	-
Islamiat	73	68	67	75	82	77	68	60	78	72	80	-
Drawing	89	80	80	75	83	85	82	83	80	86	76	-
English			68	70	68	63	72	65	80	70	71	-
Calligraphy	72	76	66	71								-
Sport	89	67	69	70	88	93	93	90	80	73	88	-
Pashto	77	70	79	69	81	75	68	73	73	64	80	-
Quran	79	70	73	65	81	61	78	71	79	83	80	-
Social Study							79	65	68	67	73	-
General Science							71	71	74	63	75	-

In Pashto, subject all grades including boys and girls fall under grade “B” except the girls’ in grade 5 where they scored grade “C”. Similarly in the Quran the obtained grade by both genders was grade “B” and “A” in grade 5 by the girls.

In Social Studies, the girls’ average marks were lower than that of boys. While in General Science the marks remained under grade “B” except girls in grade 5.

2. District Haripur

In district Haripur it was observed that in all grades both genders scored same grade in Urdu subject which was “B” (min.71-max.79) while the highest marks 82 “A” were scored by girls in grade 6.

Similarly in Mathematics the same grade “B” (66-max.78) was noted in all grades. The highest average marks were obtained by the girls in grade 2.

Likewise in Islamiat and English subjects all grades including boy and girls scored grade “B” (min.68-max.78) (min.67-min 78) in each subject respectively. In both cases the highest average marks were obtained by the girls in grade 6.

In Pashto subject the score remained in grade “B” (min.70-max.75) of both genders except girls in grade 4 and 6 where the average marks were 83% and 85% respectively.

Table A 10: Subject wise distribution of average marks in district Haripur

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			72	71	73	70	74	79	73	71	74	82
Mathematics	70	71	72	78	70	70	70	66	68	68	67	77
Islamiat	71	70	71	75	73	71	68	75	73	73	76	78
Drawing	76	75	77	85	79	85	83	72	80	88	87	85
English			70	69	72	70	69	74	69	67	70	78
Calligraphy	73	73	75	79								
Sport	83	83	83	89	87	88	87	94	87	89	90	94
Pashto	71	70	70	75	71	75	71	83	72	73	75	85
Quran	71	70	71	75	73	72	73	85	75	81	76	85
Social Study							70	77	74	72	74	80
General Science							68	73	70	72	75	89

Similarly, the average marks in all grades (including girls and boys) in the Quran was also in grade “B” (min.70-max.76) except girls of grade 4, 5 and 6 who obtained 85%, 81% and 85% respectively and were place in “A”.

In Social Studies and General Science, all grade scored “B” (min.70-max.77) (min.68-max.75) except girls in grade 6 who got “A” (89%) in social Studies.

It is very interesting to note that the girls’ performance especially in grade 6 was excellent where they got grade “A” in all subjects except Mathematics and English which was in grade “B”.

3. District Mansehra

In Mansehra district, the performance of students (boys and girls) in Urdu subject remained in grade “C” (min.66, max.75) except girls’ in grade 6 who got 81% average marks and just entered in “A” and at the same time grade wise increasing trend in marks was noted for both genders.

The same grade “B” (min. 69, max. 76) was observed both in grade wise and gender wise analysis of Mathematics subject. It was also noted that the boys’ performance remained the same (72%) from grade 1 and 3 while in grade 4 and 6 it rose to 75% and 76% successively. Similarly in girls the marks remain in 69% and 67% but rose to 72% and 71% in grade 3 and 4, but again dropped to 62% in grade 5 and again shoot up to 73% in grade 6.

Table A11: Subject wise distribution of average marks in district Mansehra

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			71	66	72	67	73	70	73	70	75	81
Mathematics	72	69	72	67	72	72	75	71	75	62	76	73
Islamiat	71	66	70	68	74	70	72	67	75	63	77	83
Drawing	72	70	76	73	76	71	75	72	80	73	79	78
English			69	68	70	61	69	64	71	62	72	72
Calligraphy	70	76	71	68								
Sport	76	75	79	76	79	77	81	78	83	79	80	92
Pashto	74	67	75	65	76	68	73	68	76	63	77	81
Quran	69	68	71	69	73	71	78	75	77	68	79	86
Social Study							72	63	77	59	75	87
General Science							72	65	73	48	77	74

During the analysis of Islamiat and Quran it was noted that all grades including boys and girls obtained grade “B” (min. 66, max.77) (min.68, max. 79) respectively except girls of grade 6 whose got “A” with 83% and 86% in each case.

Similarly in English the average marks in all grades falls under grade “B” (min.61, max.72). The lowest average marks (63%) were obtained by the girls in grade 3 while the highest marks (62%) were obtained by both genders in grade 6.

In the analysis of Social Study and General Science a substantial fluctuation was noted as boys in grades remained in “B” while in girls it moved from “B” to “C” and finally shoot up to grade “A” and that’s how again the girls remained on the top.

Similarly in General Science in all grades, grade “B” (min,65, max.77) was retained except girls in grade 5 who got grade “C” (48 avg. marks).

2. Resource Center Bannu

2.1 Enrollment

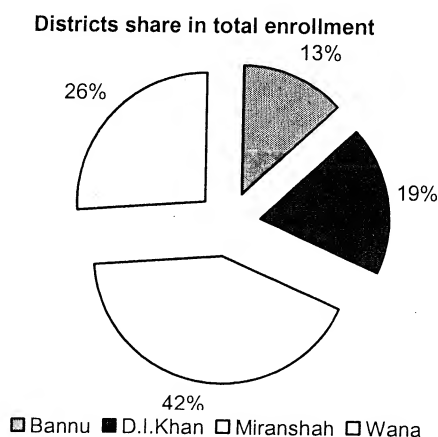
Total enrollment in Bannu Resource Centre was recorded 9,617 which included 7,781 boys and 1,836 girls. Bannu Resource Center contributed 8% to the total enrollment 123,660. Out of total 9,617 students 9,033 were the newly admitted and 584 were repeaters (failed students). It is important to mention that the girls' enrollment has increased in Bannu as compared to year hitherto. Bannu Resource Center administering very conservative tribal agencies where female education has been attached low priority. The increase in girls' enrollment indicates a change in the attitude of people towards female education.

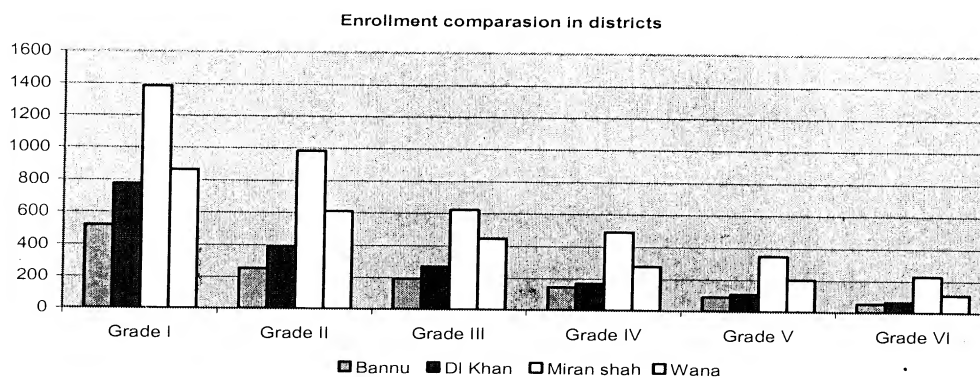
Bannu Resource Center has four districts namely, Bannu, D.I.Khan, Miran shah and Wana under its administration. Miranshah and Wana were the most populous districts with total enrollment 4,057 and 2,512 number of students respectively.

Table B1: Distribution of students by districts

District	Enrolled			Repeater			Fresh		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bannu	916	346	1,262	117	16	133	799	330	1,129
D.I.Khan	1,414	372	1,786	53	14	67	1,361	358	1,719
Miranshah	3,416	641	4,057	325	25	350	3,091	616	3,707
Wana	2,035	477	2,512	34	0	34	2,001	477	2,478
Total	7,781	1,836	9,617	529	55	584	7,252	1,781	9,033

Girls' constituted 20% (1,781) to the total fresh enrollment 9,033. Miran shah district has the highest numbers of girls' student (616) and the lower number of girls' enrollment (330) was noted in Bannu districts. The major reason of girls' low enrollment in bannu was the lack of separate schools for girls' from the very onset and was established in 2001.





Major proportion of enrollment was observed to be in early grades and the enrollment tended to decrease in higher grades. As fresh enrollment is preferably carried out in early grades than later, failure and dropout could be the major reason cited for the down ward trend in enrollment.

2.2 Dropout

The total dropout ratio calculated in Bannu was 10% (boys 10% and girls 11%). It is observed that the girls' dropout rate (11%) was high than boys (10%). The highest dropout was recorded in district Wana (14) followed by Miran shah (11%). Bannu district dropout (4%) was the least among all districts.

Table B2 indicates very high Girls' dropout in wana districts which was computed 19%. It is surprising that no girls' dropout was documented in district Bannu at all.

Table B2: Districts wise dropout of students

District	Enrolled			Dropout			Dropout in %		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bannu	916	346	1,262	56	0	56	6%	0%	4%
D.I.Khan	1,414	372	1,786	119	39	158	8%	10%	9%
Miranshah	3,416	641	4,057	316	123	439	9%	19%	11%
Wana	2,035	477	2,512	315	41	356	15%	9%	14%
Total	7,781	1,836	9,617	806	203	1,009	10%	11%	10%

Grade wise dropout statistic of all districts in Bannu Resource Center

Like enrollment high dropout could be seen in initial grades, and in higher grades the dropout has dwindled. It can also be observed from the graph given below that dropout in boys was high as compared to girls'. But it is important to mention here that there was no girls' enrollment in higher grades as girls' schools have only been opened in 2001.

Grade wise dropout in Bannu

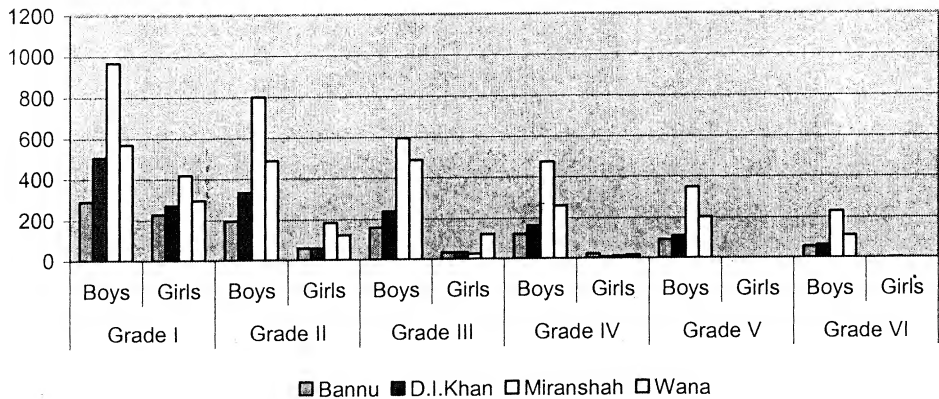


Table B3: Grade wise dropout details of district Bannu

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	290	228	0	0	0%	0%
Grade II	195	59	17	0	9%	0%
Grade III	159	35	14	0	9%	0%
Grade IV	122	24	16	0	13%	0%
Grade V	93	0	5	0	5%	0%
Grade VI	57		4	0	7%	0%
Total	916	346	56	0	6%	0%

Bannu district has the lowest dropout rate 6% in boys and no dropout in girls' was recorded in district Bannu. The status of schools in Bannu was regarded to be seasonal, which were supposed to have high dropout rate. Maximum of 13% dropout in boys was calculated in grade 4 and no dropout was documented in grade 1.

Table B4: Grade wise dropout details of district D.I.Khan

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	505	271	26	21	5%	8%
Grade II	333	58	50	5	15%	9%
Grade III	237	34	15	8	6%	24%
Grade IV	163	8	23	5	14%	63%
Grade V	111	0	2	0	2%	0%
Grade VI	65	1	3	0	5%	0%
Total	1,414	372	119	39	8%	10%

In D.I.Khan district, girls' dropout (10%) was more than boys (8%). Maximum dropout was estimated 63% in girls from grade 4 and 15% in boys from grade 3. Table B3 depict exceedingly high dropout 63% in girls from grade 4. There was a mix sort of dropout trend observed in various grades. High dropout rate was to be

found in grade 2, 3 and 4 for both boys and girls while relatively low dropout could be seen in grades 1, 5 and 6.

There is strong social taboo that girls should not mix with boys. They did not admitted girls in school with boys and separate schools for girls was established in 2001, thus there was no grade IV and above in their schools.

Table B5: Grade wise dropout details of district Miran Shah

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	967	418	58	104	6%	25%
Grade II	799	184	101	17	13%	9%
Grade III	596	26	58	2	10%	8%
Grade IV	476	13	52	0	11%	0%
Grade V	349	0	32	0	9%	0%
Grade VI	229	0	15	0	7%	0%
Total	3,416	641	316	123	9%	19%

In Miran Shah district, in grade 1 girls' dropout 25% was the maximum while in boys the maximum calculated dropout (13%, 10% and 11%) was found in grade 2, 3, and 4 respectively. In grade 5 and 6 the dropout has decreased for boys and for girls there was no enrollment at all. The girls' dropout has also decreased to 9%, 8% in grades 2 and 3 accordingly.

Table B6: Grade wise dropout details of district Wanna

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	569	295	64	24	11%	8%
Grade II	488	122	71	11	15%	9%
Grade III	404	42	54	6	13%	14%
Grade IV	260	18	61	0	23%	0%
Grade V	202	0	49	0	24%	0%
Grade VI	112	0	16	0	14%	0%
Total	2,035	477	315	41	15%	9%

Boy's total dropout (15%) was greater than girls (9%) (Table B6). A high dropout rate was computed in all grades for boys. There were only three grades having girls enrollment and the dropout was increasing from grade 1 (8%) to grade 3 (14%).

Although Wanna is an agency hosting to a conservative society where less appreciation to female education is accorded. Yet under such a situation the low girls' dropout as compared to boys is noteworthy achievement to the credit of Community Participation and good administration of school management.

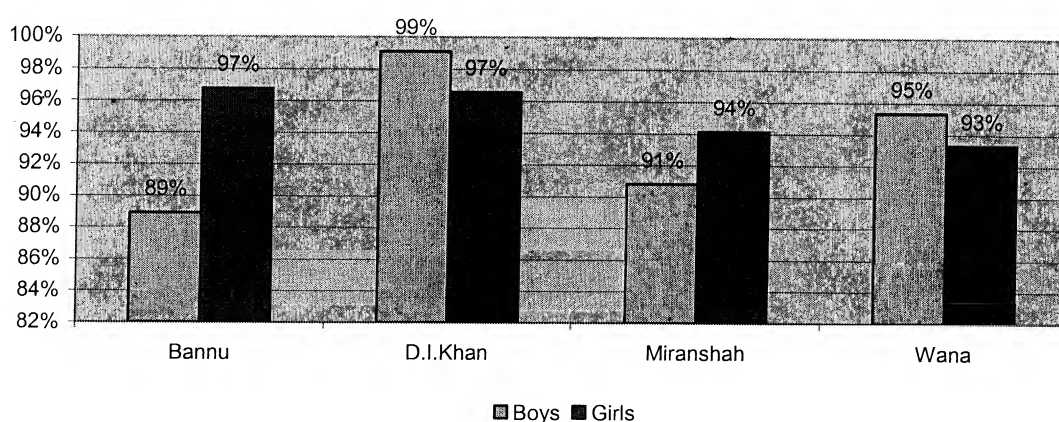
The government in recent time has started raids in camps to get hold of Al-qaida suspects. Due to fear of being caught for investigation the families has shifted to other camps. This could be the major factor contributed to dropout.

2.3 Result analysis

2.3.1 Appeared and Pass ratio

The total pass percentage of Resource Center Bannu was greatly impressive which was computed 94% (93% boys and 95% girls). It is important to cite that the Bannu Resource Center result in terms of pass percentage was observed to be the best among all Resource Center. 9,617 students were enrolled in Resource Center Bannu during the academic year 2002-03, out of which 8,431 students appeared in the examination. 7,885 students (6,372 boys and 1,215 girls) were declared successful and 605 students were declared not successful in the examination.

Comparison of pass percentage



The pass percentage of students for both genders in all districts is shown in the graph above. In D.I. Khan District the pass percentage for boys and girls was calculated 99% and 97% respectively which was found to be the best in comparison to other districts, notwithstanding an impressive passing rate was also recorded in the other districts.

Detail statistics of appeared, not appeared, pass and pass percentages was computed and presented in tables separately for all districts in Resource Center Bannu as given under.

Table B7: Grade wise details of appeared and pass students in district Bannu

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	290	228	518	0	0	0	0	247	220	85%	96%
Grade II	171	55	226	7	4	11	5	168	54	98%	98%
Grade III	141	34	175	4	1	5	3	119	33	84%	97%
Grade IV	103	24	127	3	0	3	2	88	23	85%	96%
Grade V	86	0	86	2	0	2	2	80	0	93%	0%
Grade VI	52	0	52	0	0	0	0	52	0	100%	0%
Total	843	341	1,184	16	5	21	2	754	330	89%	97%

Total percentage of students who successfully passed the examination in district Bannu was recorded 89% and 97% for boys and girls respectively. The pass ratio of girls in all four grades was commendable. The boy's pass percentage was also observed above 80% which have even reached to 100% in grade 6.

Table B8: Grade wise details of appeared and pass students in district D.I.Khan

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	446	242	688	33	8	41	6	438	225	98%	93%
Grade II	281	53	334	2	0	2	1	268	53	95%	100%
Grade III	218	26	244	4	0	4	2	213	23	98%	88%
Grade IV	140	3	143	0	0	0	0	136	3	97%	100%
Grade V	106	0	106	3	0	3	3	93	0	88%	0%
Grade VI	62	1	63	0	0	0	0	59	1	95%	100%
Total	1,253	325	1,578	42	8	50	3	1,207	305	96%	94%

In district D.I.Khan the total pass percentage was calculated 96% for boys and 95% for girls. A small proportion of girls have appeared in the examination and all of them were declared successful therefore, 100% successful rate was to be seen in grade 2, 4 and 6 for girls. However for boys notable and constant pass percentage above 90 was calculated in all grades (Table B8).

Table B9: Grade wise details of appeared and pass students in district Miran Shah

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	892	312	1204	17	2	19	2	800	289	90%	93%
Grade II	688	167	855	10	0	10	1	625	159	91%	95%
Grade III	528	24	552	10	0	10	2	484	20	92%	83%
Grade IV	420	13	433	4	0	4	1	378	13	90%	100%
Grade V	305	0	305	12	0	12	4	305	0	100%	0%
Grade VI	210	0	210	4	0	4	2	209	0	100%	0%
Total	3,043	516	3,559	57	2	59	2	2,801	481	92%	93%

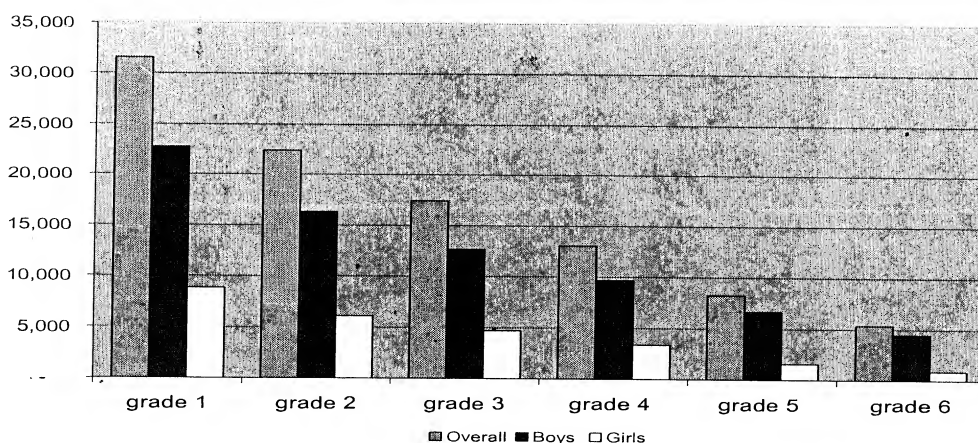
In districts Miran Shah there was no girls' enrollment in grade 5 and 6 as girl's school are established recently and no batch has reached to higher grades. The total pass rate calculated for boys and girls was 95% and 93% respectively. A striking pass percentage was to be seen for both boys and girls in all grades in Miran Shah and Wanna districts.

Table B10: Grade wise details of appeared and pass students in district Wanna

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	496	263		0	0	0	0	483	242	97%	92%
Grade II	412	103		7	4	11	2	400	98	97%	95%
Grade III	342	35		4	1	5	1	329	34	96%	97%
Grade IV	196	18		3	0	3	1	183	18	93%	100%
Grade V	152	0		2	0	2	1	143	0	94%	0%
Grade VI	95	0		1	0	1	1	95	0	100%	0%
Total	1,693	419	-	17	5	22	1	1,633	392	96%	94%

implement various curricula. BEFARe has developed and implemented its own curriculum. The project emphasis on enrolling students in the initial grade to allow the students to fully develop the competencies taught, ensuring the quality of education at BEFARe schools.

Figure 1: Grade wise students enrollments in 2002-2003



1.1 Girls Enrollment

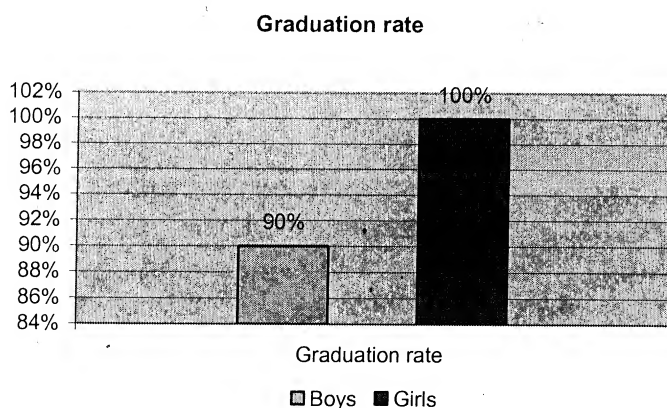
The girls constituted 15% of the total enrollment in 1996-97 (Annual Examination Result Analysis 1996-97). This ratio has risen significantly and was recorded as 28% for the academic year 2002-03. The registered number of girl students during the academic year 2002-03 was 34,272, which is an increase of 232% to the base of 1996-97 figure of 8,965.

It is important to note that the increase in girls' enrollment is not grade specific. Table 2 represents a steady increase in girls' enrollment as compared to the boys in all grades. The ratio of girls as compared to boys in grade 1, 2, 3, 4, 5, and 6 was measured as 55.7%, 35.2%, 30.7%, 29.4%, 28.4% and 20.2% respectively, which is more than double compared to the data of 1996-97. It can also be noted that the ratio of girls enrollment to boys also increases with the grades from 1 to 6 (graph 1).

Gender and development is the cross cutting theme of GTZ-BEFARe's educational development process. Women are highly marginalized in the Afghan community, hence this is considered as a central target group in the endeavor for educational promotion by GTZ-BEFARe. Taking the community on board with special emphasis on females, in all stages of the educational process, was the cornerstone of the strategy. Significant efforts were made through the Community Participation unit to enable the community to appreciate and create an awareness of the significance of female education. For this purpose Female School Management Committees were formed in all female schools who worked along side the project personnel for the improvement of female education. Similarly, all female schools were staffed with female teachers and female Master Trainers were engaged to enhance teaching capacities of those teachers

2.3.2 Graduation rate

Graduation rate calculated in Resource Center Bannu for boys and girls was 90% and 100% respectively. It is to mention that only one girl was enrolled in grade 6 during 2002-03 in Resource Center Bannu, she has successfully passed her exam thus making the graduation rate 100% for girls'.



No Girl could have reached grade 6 in districts Bannu, Miran Shah and Wana. Only one girl was enrolled in grade 6 in district D.I.Khan. An equal graduation rate (91%) of boys was computed for districts Bannu, D.I.Khan and Miran Shah. The graduation rate has decreased in district Wana which was calculated as 85% (Table B11).

Table B11: Graduation rate in all districts

District	Enrollment in Grade 6		Pass		Graduation Rate	
	Boys	Girls	Boys	Girls	Boys	Girls
Bannu	57	0	52	0	91%	0%
D. I. Khan	65	1	59	1	91%	100%
Miranshah	229	0	209	0	91%	0%
Wana	112	0	95	0	85%	0%

2.3.3 Students performance in subjects and grades

Student's average marks in each subject and grade was computed and tabulated as given under for the purpose of comparison.

1. District Bannu

Urdu subject was not offered in grade 1. The maximum average marks 78% was obtained by girls' in grade 4, while boys best performance (75%) was to be observed in grade 6. Performance in Urdu could fall in **B** and **C** category.

In mathematic in grade 1 girls average pass marks (69%) were better than boys (61%). In grade 2 the marks has further reduced to 58% for boys and 59% for girls. Going along to higher grades predominantly a downward trend could be observed for both boys and girls except for girls in grade 4 where there was an increase up to 83% was to be noted. Moreover there was no girl enrolled in grade 5 and 6. None of the student could get to "A" in math in district Bannu.

Table B12: Subject wise distribution of average marks in district Bannu

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			61	57	65	56	65	78	69	-	75	-
Mathematics	61	69	58	59	62	59	60	83	66	-	71	-
Islamiat	63	64	62	58	62	59	62	81	67	-	72	-
Drawing	73	75	71	66	74	61	78	91	82	-	83	-
English			62	56	59	56	61	81	66	-	77	-
Calligraphy	75	77	73	80								
Sport	76	77	77	74	71	67	79	90	88	-	86	-
Pashto	62	67	62	58	64	56	62	73	64	-	73	-
Quran	60	62	62	52	60	56	66	82	71	-	80	-
Social Study							62	81	70	-	71	-
General Science							66	83	69	-	72	-

In Islamiat girls' average marks 81% was the higher in grade 4 while for boys 72% was recorded in grade 6. The average marks for girls' has decreased in grade 2 and 3 and increased in grade 4. In Grade 2 and 3 girls average marks fall in category "C", while grade 4 girls could be place in "A" with 81% average marks. Boy's performance was observed to be a constant in all grades (62%) with slight improvement in latter grade (72%). Boys average marks in all grades come under "B".

In total Boys performance, in English was observed to be better than girls, notwithstanding the highest average marks 81% was scored by girls in grade 4. In general Boys would come under category "B" and girls in "C".

In Pashtu girls' verage marks was found be decreasing as proceeded to higher grades. The maximum average marks 73% was calculated in 4th grade and least figure of 56% for girls was noted in grade 3. Boys' has scored above 60% in grades and were supposed to be placed in "B".

Social Study and General Science is offered to student in grade 4 and above. The performance of girls in grade 4 in both subjects was observed to be better than boys in all grades. Boys performance was found to be improving as promoted to higher grades. Average marks for girls were above 80% in both subject and are placed in "A". Boys could be fit into "B" with average marks range between 61-80.

2. District D.I. Khan

In Urdu subject boys has excelled girls in all grades with constant scoring of over 70%. Girls' average marks were found to be in 60s with maximum score of 70% was noted in grade 6.

In Mathematic the maximum and minimum average marks were to be seen in grade 6. However, the best performance 81% was shown by boys while the girls has performed poorly and could only score 40% average marks. The average marks for both genders from grade 1 to 4 were above 60% and fall in the category "B".

Table B13: Subject wise distribution of average marks in district D.I.Khan

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			71	64	72	64	75	60	75	-	79	70
Mathematics	71	66	68	60	71	62	72	67	71	-	81	40
Islamiat	70	65	69	64	72	60	69	61	72	-	77	50
Drawing	70	67	69	65	72	62	75	73	76	-	80	50
English			71	66	75	65	72	66	74	-	80	74
Calligraphy	71	68	73	61								
Sport	78	71	79	72	78	69	77	85	82	-	86	90
Pashto	71	71	70	67	71	62	73	58	74	-	81	60
Quran	68	60	67	80	71	62	70	64	76	-	78	50
Social Study							72	77	74	-	79	60
General Science							68	55	70	-	79	50

In Islamiat and the Quran boys and girls average marks could be observed in 60s and 70s thus come under category "B". It is amazing to note the poor display by the girls' in higher grade 6. It supposed that girls in grade 6 should have performed well in all subject in general and religious education in particular. Grade 6 girls' average marks fall in category "C", while the initial grades students could be placed in "B".

In total Boys performance in English was observed to be better than girls, as the highest average marks 80% was scored by boys in grade 6. There was consistency observed through out the grades for boys and girls' in average marks which was to be within range of 60-70, henceforth could be placed in category "B".

In Social Science both genders performance was nearly the same with average marks above 60%. However the girls performance in General Studies was found to be very dismal. Girls could only score 55% and 50% marks in grade 4 and 6. Based on the obtained marks average girls student are placed in "C". Boys have scored in 70s and are put into "B"

3. District Miran Shah

In Miran Shah district the average marks could be seen in 60s and 70s like the other districts. In Urdu girls' average marks were computed to be better than boys. Girls' from grade 3 and 4 have scored in 70s while in other grade students score was found to be in 60s. Therefore, they could be placed in "B".

In Mathematic an encouraging average marks 92% was scored by girls from grade 4. Low marks in 50s were scored by boys in grade 1, 3 and 5. Girls' average marks were found to be greater than the marks obtained by boys.

Table B14: Subject wise distribution of average marks in district Miran Shah

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			60	66	64	70	62	73	64	-	69	-
Mathematics	56	63	60	64	59	64	62	92	58	-	61	-
Islamiat	59	64	61	69	61	65	62	84	63	-	72	-
Drawing	61	72	67	70	67	64	69	87	76	-	80	-
English			60	65	59	64	60	66	61	-	66	-
Calligraphy	65	63	70	63								
Sport	71	76	76	74	80	64	81	91	85	-	86	-
Pashto	61	66	61	67	61	64	67	86	64	-	72	-
Quran	58	62	64	65	60	67	67	83	69	-	74	-
Social Study							63	88	60	-	68	-
General Science							62	85	60	-	64	-

In English, Girls' have again obtained high marks than boys. Girls' have scored 65% in grade 1, 64% in grade 2 and 66% in grade 3. Based on those average marks the girls' were to be placed in "B". Boys with less than 60% marks were to be placed in "C".

In Social Study and General Science, the girls' from this district has performed exceedingly well as compared to girls' from district D.I.Khan. Girls here have excelled boys with a good margin. 88% and 85% were the calculated average marks scored by them in grade 4. Boys' average marks in both subject in all grades was found to be in 60s. Thus a rear achievement to get "A" was realized by girls'. Boy's average marks could allow them to be placed in "B".

4. District Wanna

In district Wanna, Table B13 below predict a mix sort of performance by both genders. In Urdu senior students' performance could be termed satisfactory as compared to students in lower grades. Girls' in grade 4 have obtained the maximum average marks 71% and boy's 64% from grade 5. Both Boys and Girls' have scored below 60% in initial grades.

In Mathematics only grade 6 boys could score 61% average marks and all the students from other grades were well below 60%. Category "C" could be accorded to those students.

In English, performance of boys and girls in initial grades was poor and has improved a little bit in upper grades. Maximum 69% average marks were found to be scored by girls' in grade 4. Boys have scored 63% in grade 5 and 62% in grade 6.

Table B15: Subject wise distribution of average marks in district Wanna

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			56	60	55	55	57	71	64	-	61	-
Mathematics	57	56	60	55	57	48	59	66	62	-	61	-
Islamiat	58	60	60	65	59	56	63	66	65	-	71	-
Drawing	68	66	68	76	67	54	69	83	74	-	70	-
English			56	56	55	55	56	69	63	-	62	-
Calligraphy	63	62	66	71								
Sport	76	68	81	72	79	78	80	86	87	-	83	-
Pashto	57	59	60	61	57	58	60	69	66	-	69	-
Quran	60	63	62	66	60	67	64	81	72	-	68	-
Social Study							61	70	65	-	64	-
General Science							58	63	61	-	63	-

Average marks in 50s and 60s in Pashto were observed for both the boys and girls. In Social Study and General Science the maximum of 70% was recorded in grade 4 by girls'. However average marks in 60s were seen to be scored by boys and girls from all grades.

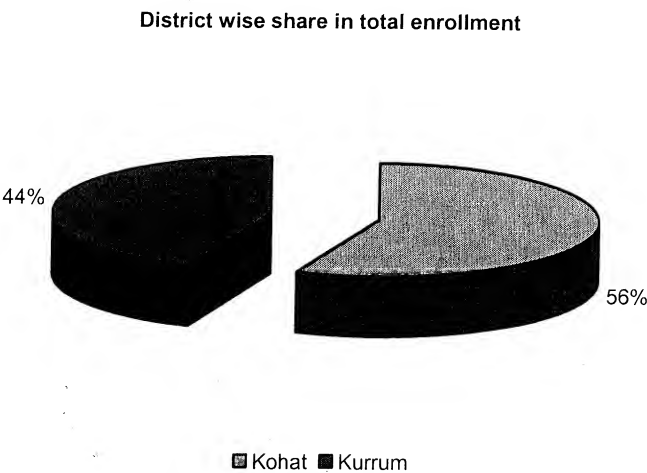
In general the average marks of students in district Wanna ranges between 50 and 60. Based on the average marks student from district Wanna could be placed in category "C".

3. Resource Center Hangu

3.1 Enrollment

In Resource Center Hangu total enrollment was 18, 902 included boys 16,043, and girls 2,859. The proportion of boys was calculated to be four times greater than that of girls' enrollment. The contribution of Resource Center Hangu in the total enrollment (123,660) was 15%.

Resource Center Hangu encompassed two districts Kohat and Kurram. Among the districts greater enrollment was recorded in district Kohat which was 56% (10,594) for both genders. As compare to Kohat, total enrolment of district Kurram was low and contributing 44% (8,308) to the total enrollment of Hangu Resource Center.



High percentage of repeaters was recorded in district Kohat which was 10% (948) and 8% (109) for boys and girls respectively. In district Kurram the repeaters' percentage as a whole was low in comparison to district Kohat but among girls it was similar to that of Kohat district.

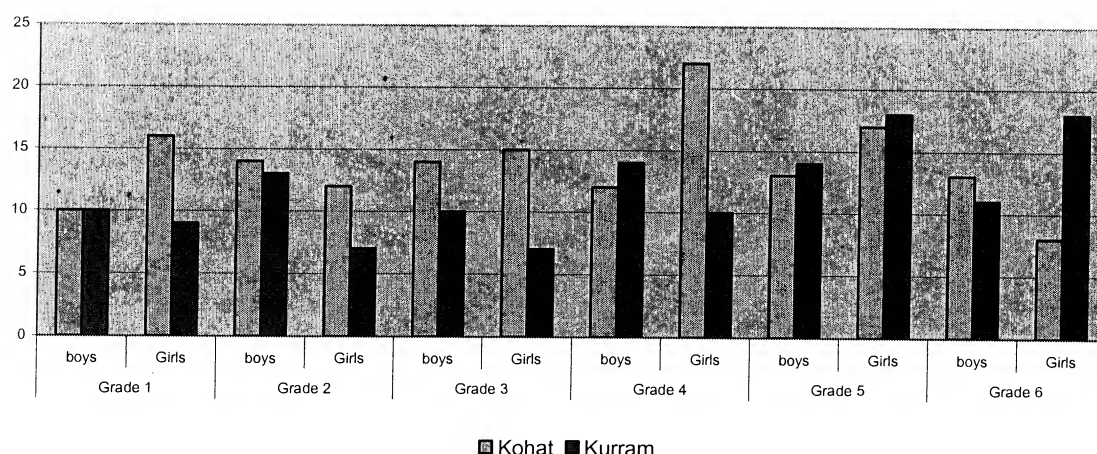
Table H1: Distribution of students by Districts

District	Enrolled			Repeater			Fresh enrollment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Kohat	9286	1308	10,594	948	109	1,057	8,338	1,199	9,537
Kurram	6757	1551	8,308	426	120	546	6,331	1,431	7,762
Total	16043	2859	18,902	1374	229	1,603	14,669	2,630	17,299

2.2 Dropout

In Resource Center Hangu high rate of dropout was recorded in girls in all grades in Kohat district. Similarly boys' dropout rate was high in grade 2, 3 and 5 in the same district. While in Kurram district the dropout rate was high among boys in comparison to girls especially in grade 4 and 5. In Kurram district dropout rate among girls as a whole was low.

District, Grade and Gender Wise Dropout



Grade wise dropout statistic of all districts in Hangu Resource Center

The overall dropout ratio in Kohat was calculated 12% and 16% for boys and girls respectively. The highest dropout in boy was recorded in grade 2 and 3 which was 14% in each case while in girls the highest dropout (22%) rate was recorded in grade 4.

Significant number of dropout in boys was noted in grade 2, 3, 5 and 6 which was 14% and 13% in each case. As boys are supposed to help their father in the work like helping in the shop, harvesting season for which they seasonally migrate as well, therefore their dropout rate has increased.

Similarly in girls high dropout was observed in grade 1, 4 and 5 which was 16%, 22% and 17% respectively. Girls also assist in household chores such as collecting fire wood, bringing water and looking after the younger siblings were the major factor contributed to the dropout of younger girls. In upper grades the girls also dropped out after reaching the age of puberty and engagement. At this age their parents would prefer them to stay at home to observe *Pardha* to maintain chastity.

Table H2: Grade wise details of dropout of Kohat District

	Enrolled		Dropped			Dropout in %	
	Boys	Girls	Boys	Girls	Overall	Boys	Girls
Grade I	3088	544	295	89	384	10%	16%
Grade II	1,862	357	267	44	311	14%	12%
Grade III	1,509	148	218	22	240	14%	15%
Grade IV	1,210	139	149	30	179	12%	22%
Grade V	986	95	126	16	142	13%	17%
Grade VI	631	25	85	2	87	13%	8%
Total	9,286	1,308	1,140	203	1,343	12%	16%

Overall dropout ratio in Kurram district was recorded as 12% and 10% for boys and girls correspondingly. The highest percentage of dropout (14%) among boys was recorded in grade 4 and 5 while in girls it was 18% in grade 5 and 6 respectively.

With the establishment of new camp in Kurram district families started to shift to new camp for seeking freshly arrived assistance contributed to high dropout in Kurram. It has been observed that in Hangu center the dropout ratio among girls was low in Kurram except grade 5. The reason given for this dropout was no facility of middle school for girls, due to lack of opportunity for continuation of education the interest diminishes at primary level and girls dropout started from grade 4 and reaches to its peak in grade 6.

Table H3: Grade wise details of dropout of district Kurram

	Enrolled		Dropped			Dropout in %	
	Boys	Girls	Boys	Girls	Overall	Boys	Girls
Grade I	2035	666	210	61	271	10%	9%
Grade II	1530	287	199	19	218	13%	7%
Grade III	1206	227	116	17	133	10%	7%
Grade IV	939	173	131	17	148	14%	10%
Grade V	670	138	92	25	117	14%	18%
Grade VI	377	60	41	11	52	11%	18%
Total	6,757	1,551	789	150	939	12%	10%

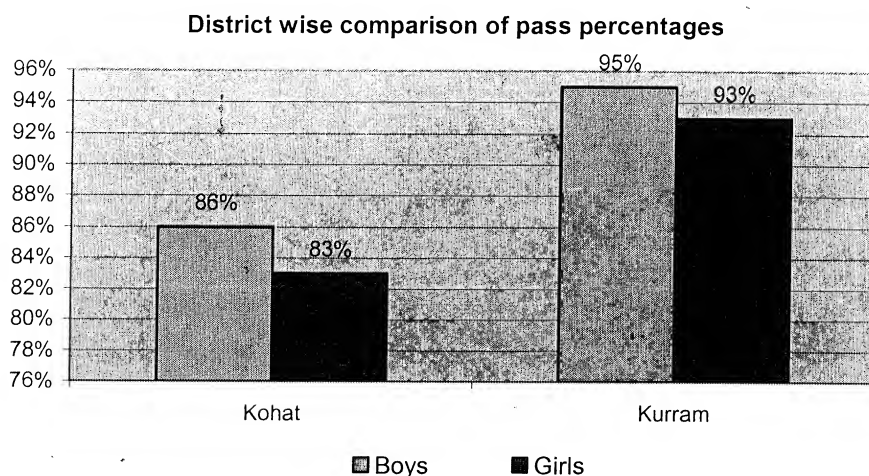
3.3 Results analysis

3.3.1 Appeared and Pass ratio

In Hangu Resource Center total of 18,902 students were enrolled in the session 2002-2003. The figure included 16,043 boys and 2,859 girls. Among them a total of 15,682 (13,215 boys and 2,467) were appeared in the final exam.

During the result analysis it was observed that the total pass percentage of Hangu Resource Center was 89% (14,034 students). Out of this figure 11,830 (86%) boys and 2,204 (85%) girls were declared successful.

Total pass percentage of Hangu Resource Center was 89%. District Kurram with 94% pass percentage leads the district Kohat with 85% figure. Similarly in districts the performance of both genders was found to be better than in district Kurram than that of Kohat.



Following are the details of appeared, not appeared and pass percentage of all districts falling under the administration of Hangu Resource Center.

1. Districts Kohat

During academic year 2002-2003 a total of 8,929 students comprising 7,861 boys and 1,068 girls appeared in the annual exam. The overall pass percentage of boys in Kohat district was 81% while in girls it was 91%. This is indicative of the fact that girls' performance was better than the boys with a difference of 10%. The difference can easily be observed in the grade and gender wise analysis as well. Boys pass percentage in grade 1 was 64% whereas girls' pass ratio was calculated as 89%. It is important to mention that 100% pass percentage was achieved by girls in grade 6.

The students who did not appear in annual exam were 322 comprising 3% of the total. The higher percentage (5%) of not appeared students was recorded in grade 2

Table H4: Grade wise details of appeared and pass students in district Kohat

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	2725	438	3163	68	17	85	3	1731	389	64%	89%
Grade II	1517	301	1818	78	12	90	5	1362	273	90%	91%
Grade III	1240	123	1363	51	3	54	4	1115	115	90%	93%
Grade IV	1032	107	1139	29	2	31	3	932	103	90%	96%
Grade V	820	76	896	40	3	43	5	755	73	92%	96%
Grade VI	527	23	550	19	0	19	3	507	23	96%	100%
Total	7861	1068	8929	285	37	322	3	6,402	976	81%	91%

2. District Kurram

A total number of 7,058 students appeared in the annual exam 2002-2003. The figure included 5,738 boys and 1,320, out of which 95% (5,428) of boys and 93% (1,228) of girls were successful. In gender and grade wise analysis it was observed that pass ratio for both genders improved as they move to the higher grade. For instance, pass percentage of boys in grade 1 was 94% and girls 92% whereas in grade 6 the percentage has increased to 97% for boys and 100% for girls. Nonetheless, the girls' performance in grade 3 has decreased to 91%.

The overall percentage of not appeared students in exam was noted as 4% while in grade wise analysis the highest percentage was recorded in grade 5 which is 6% in Kurram district.

Table H5: Grade wise details of appeared and pass students in district Kurram

	Appeared			Not Appeared				Passed		Passed %	
	Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	1746	580	2326	79	25	104	4	1636	533	94%	92%
Grade II	1286	253	1539	45	15	60	4	1210	241	94%	95%
Grade III	1057	198	1255	33	12	45	3	1006	181	95%	91%
Grade IV	777	145	922	31	11	42	4	736	132	95%	91%
Grade V	550	102	652	28	11	39	6	527	99	96%	97%
Grade VI	322	42	364	14	7	21	5	313	42	97%	100%
Total	5738	1320	7058	230	81	311	4	5,428	1,228	95%	93%

3.3.2 Graduation rate

During the academic session 2002-2003 a total of 1,008 boys and 85 girls were enrolled in grade 6 out of which 81% of boys and 76% of girls were graduated. The higher graduation rate was recorded for girls in Kohat district which was 92% whereas in Kurram district the higher percentage of graduates was observed among boys.

Table H6: District wise graduation rate

District	Enrollment		Pass		Percentage	
	Boys	Girls	Boys	Girls	Boys	Girls
Kohat	631	25	507	23	80%	92%
Kurram	377	60	313	42	83%	70%
Total	1,008	85	820	65	81%	76%

in pedagogy and to reduce the cultural barriers in female education. This gradual increase in female enrollment reflects the efforts and seriousness of the project towards the development of female education.

Table 2: Grade wise gender comparisons of students

year	Grade 1 Girls as a % of Grade 1 Boys	Grade 2 Girls as a % of Grade 2 Boys	Grade 3 Girls as a % of Grade 3 Boys	Grade 4 Girls as a % of Grade 4 Boys	Grade 5 Girls as a % of Grade 5 Boys	Grade 6 Girls as a % of Grade 6 Boys
1996-97	23.2%	19.7%	13.0%	10.5%	8.4%	5.2%
1997-98	25.7%	25.4%	15.9%	12.8%	9.3%	8.0%
1998-99	28.8%	30.5%	18.7%	13.9%	11.5%	9.4%
1999-2000	38.0%	31.7%	29.2%	21.3%	14.3%	13.2%
2000-2001	34.2%	39.1%	40.5%	31.7%	24.7%	20.2%
2001-2002	37.3%	35.0%	36.1%	33.4%	22.2%	18.9%
2002-2003	55.7%	35.2%	30.7%	29.4%	28.4%	20.2%

Source: EMIS data

1.2 Growth rate

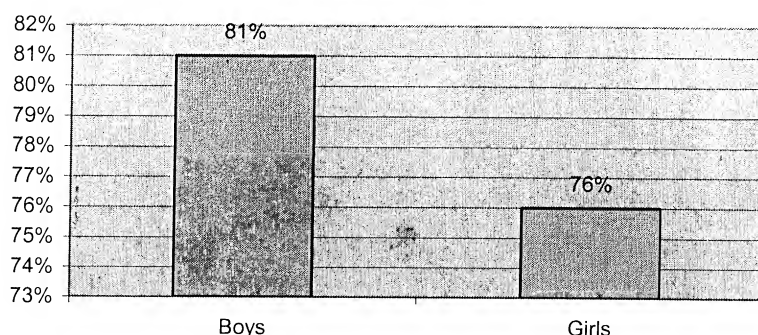
There has been appreciable increase witnessed in enrollment for boys and girls during the last six years. **It is also encouraging to note that the growth rate of girls' enrollment has been more than boys** (Table 2).

The increase in enrollment is calculated in two ways and presents the increase through two different perspectives i.e. yearly increase and increase as compared to the enrollment figure of 1996, (the year when BEFARe took over schools from commissionerate for Afghan Refugee) which is shown in the extreme right column in Table 3.

During the year 2002-03 the officially documented figure of enrollment was 123,600. The recorded figure of enrollment during 2001-02 was 105,375 and in 1996-97 was 60,804. The increase in the 2002-03 enrollment figure was 17% as compared to the enrollment of 2001-02. And the percent increase in enrollment of 2002-03 in comparison to the enrollment of 1996-97 was 103 percent.

Table 3 provides the detail statistics and comparative analysis of gender based growth rate for the last six years. The growth rate shown in Table 3 is calculated by computing the increase in value (variance value of 2002-03 to last year enrollment and 1996-97 enrollment). The increased value was then divided by last year enrollment and multiplied by 100 for conversion to percentage. Similarly, the variance value was divided by 1996-97 enrollments and multiplied by 100 for increase rate in percent to the base of 1996-97 value.

Graduation Rate of Resource Center Hangu



3.3.3 Student performance in subjects and grade

1. District Kohat

In the grade, gender and subject wise analysis of Kohat district it was observed that in Urdu subject all grades including both genders got grade "B" (min.60 - max.71). Fluctuations were observed in the boys average marks while among girls an increasing trend in marks was noted. While in grade 6 the girls obtained 85% marks and remained in grade "A".

Similarly in Mathematics the average marks ranged from 58-64 in majority of the grades except girls of grade 5 and 6 who got 71% and 85% marks and remained in "B" and "A" respectively.

In the comparative analysis of Islamiyat and the Quran somehow fluctuation in the same grade (category) as well as from one grade to another was noted. The lowest marks in Islamiyat was noted among girls in grade 2 which was 58% while in the Quran the lowest marks were noted among boys in grade 1. The highest average marks in the said subject were observed among girls in grade 6 as 92% and 76% respectively.

Table H7: Subject wise distribution of average marks in Haripur District

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			60	66	64	68	60	69	67	71	64	85
Mathematics	60	60	60	60	58	61	57	64	58	70	61	80
Islamiat	61	60	63	67	58	66	57	63	65	74	73	92
Drawing	69	67	73	58	67	70	67	76	73	76	74	91
English			61	67	62	60	57	65	61	63	63	85
Calligraphy	62	66	71	80								
Sport	79	80	85	59	82	85	79	89	85	85	84	100
Pashto	60	61	61	60	59	64	61	66	64	74	70	92
Quran	58	63	60	63	62	68	63	73	68	73	72	76
Social Study							58	65	65	80	67	89
General Science							55	68	62	72	65	86

While analyzing Social Study and General Science, low average marks were noted among boys in grade 4 (58% and 55%) in both subjects, grade wise and gender wise fluctuation was noted. In grade 6 the girls' performance in two subjects was under grade "A" by obtaining 89% and 86% average marks respectively.

2. District Kurram

During subject, grade and gender wise analysis of Kurram district it was noted that the average marks of the boys in Urdu subject variation in average marks were observed whereas in girls the increasing trend was noted in average marks.

In Mathematic grade "B" (min. 61, max. 70) was sustained in all grades including girls and boy except girls in grade 1 who got 57% average marks and remained under grade "C".

Table H8: Subject wise distribution of average marks in Kurram District

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			67	62	67	65	66	65	69	71	69	72
Mathematics	65	57	64	65	61	68	60	61	62	67	66	70
Islamiat	65	56	64	68	66	66	60	62	68	69	76	83
Drawing	73	74	72	72	75	77	77	72	79	82	78	88
English			62	58	66	67	62	63	62	64	64	80
Calligraphy	69	62	69	62								
Sport	85	81	83	83	88	83	87	84	87	93	88	89
Pashto	62	60	65	67	65	72	69	66	68	69	76	81
Quran	63	58	63	67	68	63	69	68	73	76	78	87
Social Study							64	67	68	70	72	73
General Science							63	60	69	73	74	73

In comparison of the subjects Islamiat and Quran it was observed that both genders in all grades obtained grade "B" (min. 60, max.76) (min. 63, max. 78) respectively except grade 1 where the average marks in both subjects were 56%

and 58% and remained under grade “**C**” but at the same time it is very surprising that in both subjects the highest marks (83% and 87%) were scored by the girls in grade 6 and got to “**A**”.

Similarly in Pashto, Social Study and General Science subjects throughout the grades in both genders “**B**” was observed with increasing trend. Whereas the highest marks (81%) in Pashto were again scored by the girls in grade 6.

4. Resource Centre Mardan

4.1 Enrollment

Total enrollment in Mardan Resource Centre was recorded 17,622 included 12,874 boys and 4,748 girls. Mardan Resource Centre contributed 14% to the total enrollment 123,660. Out of the total 12,874 boys enrolled 1,159 were the repeat cases. In 4,748 girls enrollment 277 were the repeaters.

Resource Centre Mardan has four districts namely Charsadda, Mardan, Peshawar and Swabi. District Mardan is the most populace with 10, 942 students.

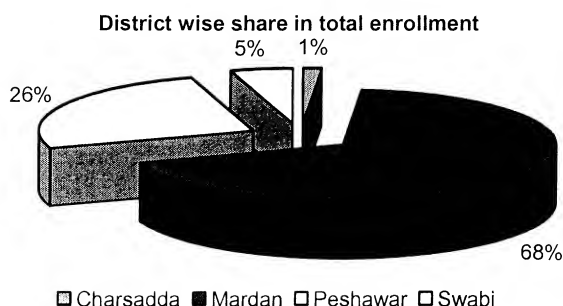
Table M1: Distribution of students by districts

District	Enrolled			Repeater			Fresh		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girl	Total
charsada	-	228	-	-	-	-	0	228	228
Mardan	8,913	3,128	12,041	872	227	1,099	8,041	2901	10942
Peshawar	3,875	630	4,505	287	20	307	3,588	610	4198
Swabi	86	762	848	0	30	30	86	732	818
Total	12,874	4,748	17,394	1,159	277	1,436	11,715	4471	16186

In Mardan district the number of repeaters (1,099) was high comparing to the other districts (307, 30).

In Charsadda district there was only one newly established girl's school due to which there was no repeat case documented. In Swabi district all were girl's school except one co-education school with 86 boys and there was no repeater noted as well. Comparatively girls had less % of repeaters then boys.

Girls' constituted 27% (4,471) of the total fresh enrollment 16,186. Mardan district has the highest numbers of girls' student (2,901) and camps encompassed in Peshawar district has (610) girls enrollment. The repatriation from Peshawar district was high due to which two female schools in Akora khattak has been shifted to another side of the camp after the camp was demolished by UNHCR.



4.2 Dropout

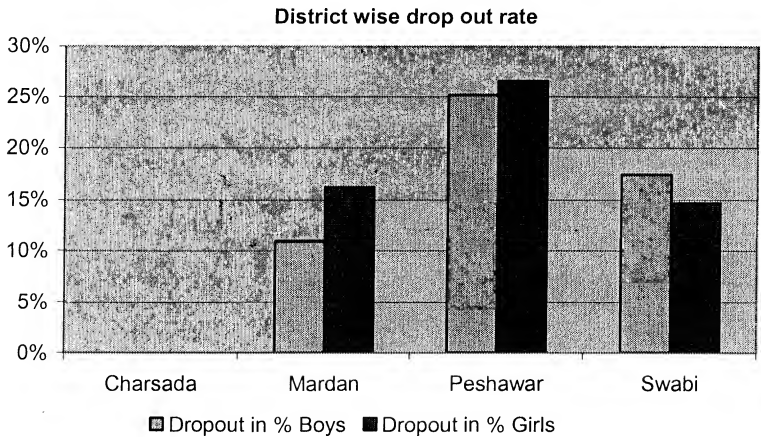
The total dropout ratio calculated in Mardan was 15% (boys 15% and girls 16%). It is observed that the girls' dropout rate (16%) was high than boys (15%). The highest dropout was recorded in district Peshawar (27% girls and 25 % boys) followed by Mardan (16%). District Swabi showed a high dropout rate of boys (17%)

Table M2 indicates very high Girls' dropout in Peshawar district which was computed 25 % in boys and 27% in girls.

Table M2: Districts wise dropout of students

Districts	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Charsada	0	228	0	0	0%	0%
Mardan	8,913	3,128	975	507	11%	16%
Peshawar	3,875	490	975	130	25%	27%
Swabi	86	762	15	112	17%	15%
Total	12,874	4608	1965	749	15%	16%

The graph indicates no dropout rate in Charsadda where the school was recently established. In district Mardan the dropout rate of girls and boys was estimated 16%.



Grade wise dropout statistic of all districts in Mardan Resource Center

Table M3: Grade wise dropout details of district Mardan

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	2,559	1,387	270	229	11%	17%
Grade II	2,016	602	222	90	11%	15%
Grade III	1,545	478	168	75	11%	16%
Grade IV	1,210	313	152	53	13%	17%
Grade V	919	252	101	50	11%	20%
Grade VI	664	96	62	10	9%	10%
Total	8,913	3,128	975	507	11%	16%

In Mardan district boys' dropout rate was 11% in all grades. While in girls the highest dropout rate was observed in grade 1 (17%) and in grade 5 (20%). There was a variation trend in girls dropout along grades.

Table M4: Grade wise dropout details of district Peshawar

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	1,236	54	270	17	22%	31%
Grade II	873	127	222	12	25%	9%
Grade III	658	100	168	17	26%	17%
Grade IV	496	92	152	13	31%	14%
Grade V	385	74	101	6	26%	8%
Grade VI	227	43	62	11	27%	26%
Total	3,875	490	975	76	25%	16%

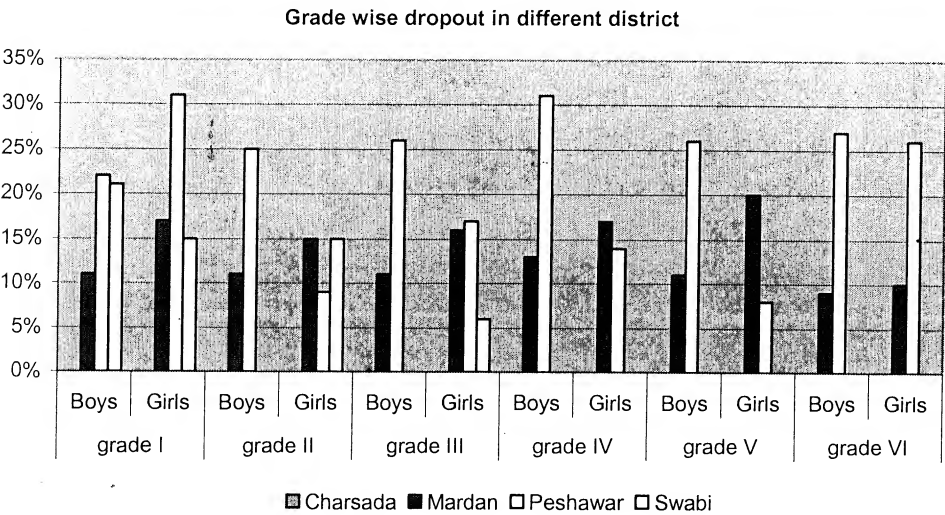
Some areas of district Peshawar was included in Resource Centre Mardan and those areas have the highest dropout rate (17%) in girls and (25%) in boys. The dropout rate in grade 1 was 22% in boys and 31% in girls. Usually it has been seen that girls dropout in comparison to boys was high but in case of Peshawar district boys dropout (25%) was found to be higher than girls (16%).

Major reason was the repatriation from Akora Khattak camp, thereby half the camp was demolished.

Table M5: Grade wise dropout details of district Swabi

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	70	496	15	76	21%	15%
Grade II	16	217	0	33	0%	15%
Grade III	0	49	0	3	0%	6%
Grade IV	0	0	0	0	0%	0%
Grade V	0	0	0	0	0%	0%
Grade VI	0	0	0	0	0%	0%
Total	86	762	15	112	17%	15%

In Swabi district there were three girls schools and one co-education school. Boy’s enrollment in the co-education schools was low. In grade 1 the dropout rate of boys was 21% while in girls it was observed 15%.



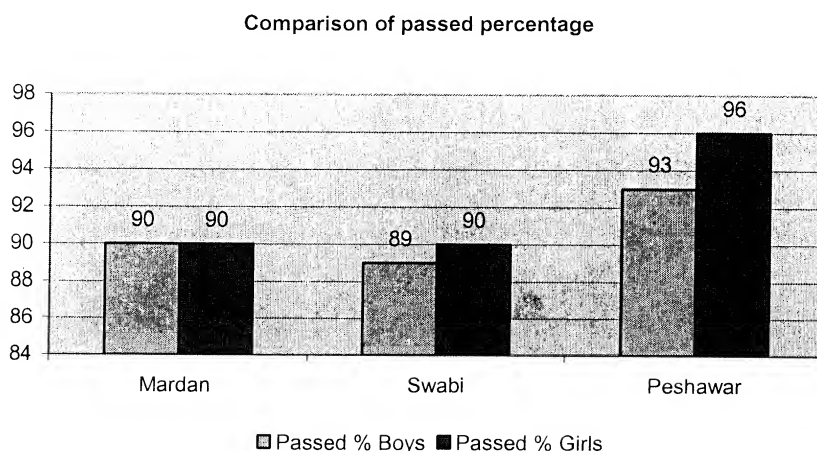
The graph indicates high dropout rate of boys in district Peshawar almost in all grades. The greatest percentage could be seen in grade 4 (31%). A significant percentage of dropout was also seen in girls in the said district. In grade 1 girl’s dropout was 31%. Main reason for dropout in grade 1 would be the admission policy of the schools administration. To increase enrollment under age students were admitted who put considerable constraints on teaching style and efficiency and affects adversely the rates of student’s progression. In grade 1 we have normally 60+ students in one class with one teacher. Because of the strength teacher cannot satisfy students and they start disliking school environment results in high dropout.

It is interesting to mention that in grade 4 boys’ dropout were 27% and girls 26%, although it has been seen very often that girls’ dropout increases in higher grades and boys dropout decreases.

4.3 Result analysis

4.3.1 Appeared and Pass ratio

The total pass percentage of Resource Center Mardan was computed 91% (boys 91% and girls 91%). Total 17,622 students were enrolled in Resource Center Mardan during the academic year 2002-03, out of which 14,756 students appeared in the examination. The number of student declared successful was 13,409 (9,903 boys and 3,506 girls) and 1,289 students were declared fail in the examination (945 boys and 344 girls).



The graph shows pass percentage for both genders in all districts of Resource Centre Mardan. In Peshawar district the pass percentage for boys and girls was calculated 93% and 96% respectively which was found to be the best in comparison to other districts, nonetheless an encouraging pass percentage were also recorded in the other districts. In Swabi district the pass percentage of boys was 89% in comparison to girls 90%.

Detail statistics of appeared, not appeared, pass and pass percentages was computed and presented in tables separately for all districts in Resource Center Mardan and given below:

Table M6: Grade wise details of appeared and pass students in district Mardan

	Appeared			Not Apeared				Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	2132	990	3122	157	168	325	9%	1863	858	87%	87%
Grade II	1723	482	2205	71	30	101	4%	1566	428	91%	89%
Grade III	1332	384	1716	45	19	64	4%	1211	352	91%	92%
Grade IV	1028	246	1274	30	14	44	3%	922	227	90%	92%
Grade V	796	182	978	22	20	42	4%	740	177	93%	97%
Grade VI	586	78	664	16	8	24	3%	550	78	94%	100%
Total	7,597	2,362	9,959	341	259	600	6%	6,852	2,120	90%	90%

In district Mardan the total pass percentage for boys and girls was calculated 90% each. 87% boys and girls were declared successful in grade 1. Pass percentage in grade 1 was usually less in comparisons to other grades. Main reason for the comparatively low percentage could be the teacher students' ratio in grade 1, which is usually 1:60+ The pass percentage has increased in the higher levels specially for girls in grade 6 where it reaches to 100%.

Table M7: Grade wise details of appeared and pass students in district Peshawar

	Appeared			Not Appeared				Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	1071	181	1252	111	72	183	18%	974	173	91%	96%
Grade II	721	73	794	25	18	43	6%	677	69	94%	95%
Grade III	544	58	602	14	10	24	4%	505	55	93%	95%
Grade IV	390	31	421	14	19	33	8%	370	31	95%	100%
Grade V	304	23	327	7	4	11	3%	293	23	96%	100%
Grade VI	177	9	186	7	2	9	5%	173	9	98%	100%
Total	3,207	375	3,582	178	125	303	9%	2,992	360	93%	96%

The total pass rate calculated for boys and girls was 93% and 96% respectively. A significant pass percentage was to be seen for both boys and girls in all grades in district Peshawar. 100% girls have passed examination in grade 4, 5 and 6. The overall percentage of not appeared students was high (9%). Not appeared percentage in girls was 33%. Peshawar district showed high dropout rate (25% boys and 27% girls) yielded in high percentage of not appeared students in exam.

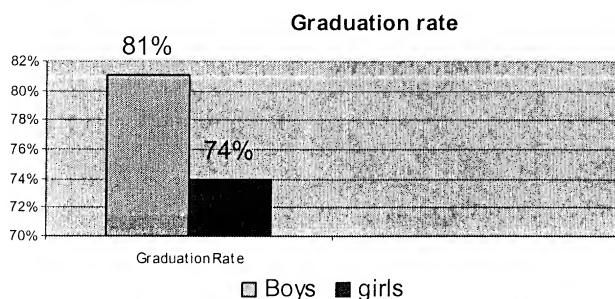
Table M8: Grade wise details of appeared and pass students in district Swabi

	Appeared			Not Appeared				Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	52	370	422	3	50	53	11%	47	339	90%	92%
Grade II	14	174	188	2	10	12	6%	12	151	86%	87%
Grade III	0	46	46	0	0	0	0%	0	43	0%	93%
Grade IV	0	0	0	0	0	0	0%	0	0	0%	0%
Grade V	0	0	0	0	0	0	0%	0	0	0%	0%
Grade VI	0	0	0	0	0	0	0%	0	0	0%	0%
Total	66	590	656	5	60	65	9%	59	533	89%	90%

Not appeared students in district Peshawar and Swabi were calculated (9%) and Mardan district (6%). The passed percentage of girls (90%) in comparison to boys (89%) was promising.

4.3.2 Graduation rate

Graduation rate calculated in Resource Center Mardan for boys and girls was 81% and 74% respectively. (118) girls were enrolled in academic year 2002-2003 in grade 6, out of which 74% have successfully passed grade 6 Girls.



No Girl could have reached grade 6 in districts Charsadda, and swabi. As the schools were newly established and a batch has yet to reach grade 6

Table M9: Graduation rate

District	Enrollment in Grade 6		Pass		Graduation Rate	
	Boys	Girls	Boys	Girls	Boys	Girls
Mardan	664	96	550	78	83%	81%
Pehawar	227	22	173	9	76%	41%
Total	891	118	723	87	81%	74%

4.3.3 Students Performance in Subjects and grades

Student's average marks in each subject and grade was computed and tabulated as given under for comparison.

1. District Mardan

Table M10. Subject wise distribution of average marks in district Mardan

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			61	60	63	67	63	70	64	73	65	75
Mathematics	64	60	62	58	59	58	60	66	57	66	59	76
Islamiat	63	59	65	60	62	63	60	67	63	71	71	82
Drawing	72	64	69	65	68	69	70	75	69	77	70	78
English			59	56	62	64	59	65	61	64	61	70
Calligraphy	70	62	69	62								
Sport	80	71	82	70	80	78	82	83	83	79	84	87
Pashto	62	60	60	59	60	61	65	68	63	70	71	83
Quran	64	63	61	59	63	66	66	74	68	74	74	84
Social Study							61	70	62	73	64	81
General Science							61	63	65	67	67	76

Urdu subject was not offered in grade 1. The maximum average marks 75% was obtained by girls' in grade 6, while boys best performance (65%) was to be observed in grade 6 as well. Performance in Urdu could fall in "B" and "C" category.

In Mathematic, in grade 1 boys average pass marks (64%) was better than girls (60%). In grade 2 the marks has further reduced to 58% for girls and 62% for boys. In grade 3 low average marks in mathematics was recorded that is 59% for boys and 58% for girls, as in higher grades the performance in mathematics has not improved and none of the student could get to "A" in math in district Mardan.

In Islamiat, the average marks of students could fall in "B" was noted in grade 6, 82% being scored by girls'.

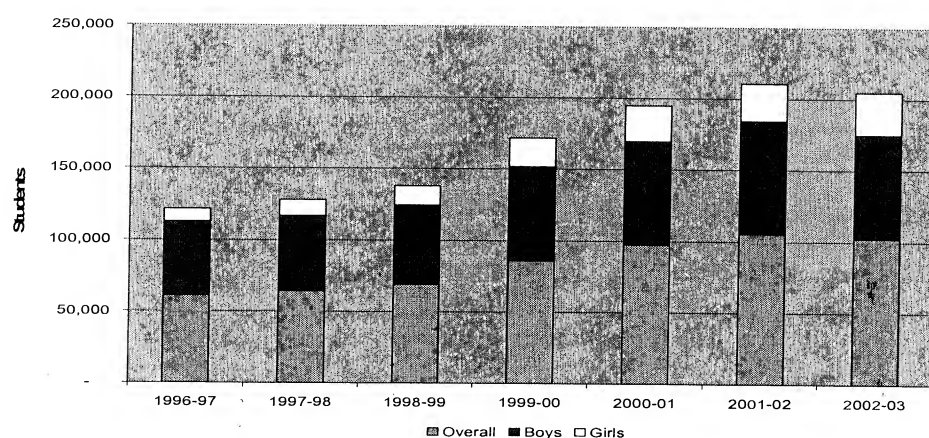
Table 3: Increase in enrollment by gender and years

years	Overall	Boys	Girls	% of girls students	% of boys students	Increase in enrollment	
						yearly	as compared to 96
1996-97	60,804	51,839	8,965	15%	85%		
1997-98	64,011	53,162	10,849	17%	83%	5%	5%
1998-99	68,926	55,822	13,104	19%	81%	8%	13%
1999-00	85,755	65,996	19,759	23%	77%	24%	41%
2000-01	97,373	72,316	25,057	26%	74%	14%	60%
2001-02	105,375	78,944	26,431	25%	75%	8%	73%
2002-03	123,660	89,388	34,272	28%	72%	17%	103%

Source: EMIS data

Table 3 illustrates the increase in girls' proportion to the total enrollment. In 1996-97 girls' constituted 15% of the total enrollment which has increased almost by two fold to 28% in 2002-03.

Graph 2: Increase in enrollment in 1996-97



1.3 Cohorts* Survival Rate

Cohort survival rate refers to a group of students enrolled in grade 1 in specific year, successfully complete the 6 year cycle of primary education.

So far up to 2002-03 only two batches have graduated from BEFARe schools. As GTZ-BEFARe took over the basic education responsibility in 1996-97 from Commissionerate for Afghan (CAR), the batch enrolled in 1996-97 was treated as the first batch.

* A generational group as defined in demographics, statistics, or market research: for example: "The cohort of people aged 30 to 39... were more conservative" (American Demographics).

English is not offered in grade 1. In grade 2 average obtained marks was 59% for boys and 56% for girls. In grade 3 students performance of both genders has improved and was documented 62% for boys and 64% for girls. In grade 4, the average marks obtained has decreased in boys 59% and girls 65%. None of the grades for both gender in English reached to 70% except girls in grade 6. Students' performance in English was observed to be grade "B" in district Mardan.

Average marks obtained in Pashto, in grade 1 were 62% for boys and 60% for girls. In grade 2 average marks got to 60% for boys and 59% for girls respectively. In upper grades the average performance has improved, in grade 6 girls obtained 83% marks and got to grade "A".

In social studies, except grade 6 girls (81%) both the gender students in all grades got "B" Overall girls performance in grade 6 was impressive and was recorded in category "A"

2. District Peshawar

Table M11: Subject wise distribution of average marks in district Peshawar

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			68	72	69	80	67	78	70	90	74	91
Mathematics	40	65	66	69	67	73	59	66	60	71	65	80
Islamiat	67	68	65	69	68	83	67	67	71	89	85	88
Drawing	69	83	70	93	72	82	78	82	70	97	74	89
English			63	61	66	71	66	70	68	83	67	83
Calligraphy	72	71	68	79								
Sport	86	98	85	97	87	98	89	90	90	100	91	95
Pashto	64	60	61	67	63	73	66	83	62	91	78	88
Quran	69	63	65	78	69	69	66	71	70	87	76	98
Social Study							65	64	67	80	74	93
General Science							66	63	64	85	70	91

In Urdu Girls' performance in grade 6 noted to be appreciative and in comparison to boys their performance was better and acquired grade "A" in all subjects. In grade 2, boys obtained 68% average marks while girls 72%, the total average marks girls were better than boys in all grades.

In Mathematics, boys in grade 1, obtained 40% marks and were put into category "D" girls performance in mathematics was better than boys.

In Islamiat, girls' average marks (88%) was higher in grade 6 while for boys (85%) was recorded as the maximum in grade 6. Student's performance in islamiat falls in category "B" except for girls in grade 3, 5 and 6 who obtained grade "A".

The total girls' performance, in English was observed to be better than boys, notwithstanding the highest average marks 83% was scored by girls in grade 6. In general girls in grade 5 and 6 would come under category "A" and boys in "B".

Boys' performance in Pashto was very low in comparison to girls. Girls obtained 70+ to 80% average marks in all grades while boys could only get 60+ to 70.

Social Study and General Science is offered to student in grade 4 and above. The performance of girls in grade 5 and 6 in both subjects was observed to be better than boys. Boys' performance was found to be improving as promoted to higher grades.

3. District Swabi

Table M12: Subject wise distribution of average marks in district Swabi

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			67	64	-	70	-	-	-	-	-	-
Mathematics	64	59	62	62	-	54	-	-	-	-	-	-
Islamiat	65	63	63	64	-	60	-	-	-	-	-	-
Drawing	65	54	55	59	-	61	-	-	-	-	-	-
English			66	63	-	90	-	-	-	-	-	-
Calligraphy	67	52	69	66								
Sport	62	64	83	70	-	67	-	-	-	-	-	-
Pashto	61	58	64	62	-	64	-	-	-	-	-	-
Quran	61	57	68	65	-	64	-	-	-	-	-	-
Social Study							-	-	-	-	-	-
General Science							-	-	-	-	-	-

Schools in Swabi district are for girls' and containing a nominal number of boys' students as well. Boys and girls performance was almost the same in all subjects. As the students advanced to higher grades the average performance of students was observed to be improving.

5. Resource Centre Peshawar

5.1 Enrollment

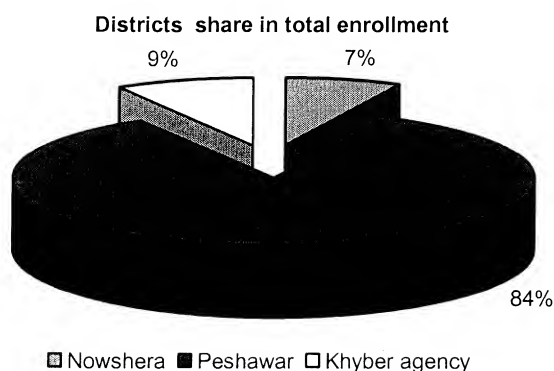
Total enrollment in Peshawar Resource Centre was recorded 40,170 included 28,738 (71%) boys and 11,432 (29%) girls. Peshawar Resource Center contribution to the total enrollment 123,660 was 30%. Peshawar Resource Centre was ahead in enrollment among all Resource Centers. Out of total 40,170 students 37,955 were fresh entrants and 2,215 were repeaters (failed students). The percentage of repeater was calculated as 6% for boys and 5% for girls. The percentage of repeating students had decreased as compared to the last year that was (9%). Girls' enrollment had increased from 28% to 29%.

Resource Center Peshawar comprised of two districts namely, Nowshera, and Peshawar including one agency that is Khyber agency (Shalman camp). In Shalman camp schools were established in emergency situation in January 2002. After the US led coalition attacked Afghanistan thousands of refugees arrived in Pakistan who were accommodated in emergency camps in NWFP. Shalman camp is one of those camps where seven schools were established.

Table P1: Distribution of students by districts

District	Enrolled			Repeater			Fresh enrollment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Nowshera	1,996	854	2,850	103	37	140	1,893	817	2,710
Peshawar	24,687	9,182	33,869	1,579	496	2,075	23,108	8,686	31,794
Khyber agency	2,055	1,396	3,451	-	-	-	2,055	1,396	3,451
Total	28,738	11,432	40,170	1,682	533	2,215	27,056	10,899	37,955

Girls' constituted 29% (10,899) to the total fresh enrollment 37,955. Peshawar district has the highest numbers of girls' students (9,182) and the lower number of girls' enrollment (854) was noted in Nowshera districts.



Peshawar district comprised of 84% of the total enrollment in Peshawar Resource Centre. Nowshera contributed 7% and Shalman 9%.

5.2 Dropout

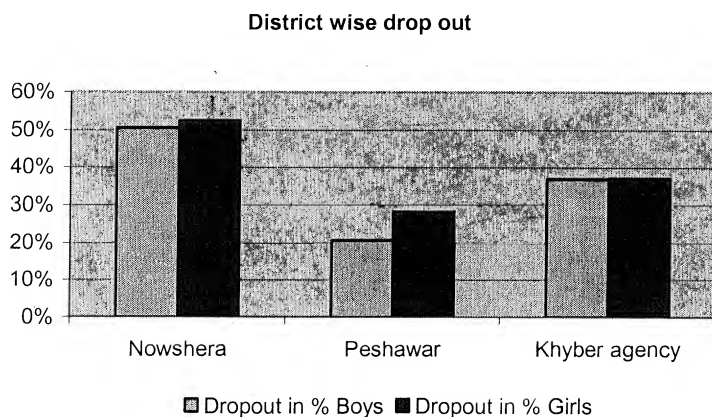
The total dropout ratio calculated in Peshawar was 26% boys and 31% girls. In academic year 2002-2003 Resource Centre Peshawar was having the highest dropout rate. Girls' dropout rate was 31% while boys were 26% comparing to last year dropout rate which was (9%) boys and (25%) girls. Increase in dropout rate was due to the repatriation campaign in Peshawar Resource Centre.

Table P2 indicates very high dropout in Nowshera districts which was computed 51 % in boys and 52% in girls.

Table P2: Districts wise dropout of students

Districts	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Nowshera	1996	854	1010	448	51%	52%
Peshawar	24,687	9,182	5,116	2,591	21%	28%
Khyber agency	2,055	1,396	758	517	37%	37%
Total	26,742	11432	6884	3556	26%	31%

The graph indicates 50% dropout in Nowshera district. We had 3 schools one for boys and two were co-education in Nowshera. These schools were in one camp. All the students were from one caste (Hazara). Most of them had left for their homeland after establishment of government by Persian.



In Khyber agency (Shalman camp) the dropout rate for girls and boys was 37% for both. Peshawar district calculated figure was 21% for boys' and 28% for girls.

Grade wise dropout statistic of all districts in Peshawar

Table P3: Grade wise dropout details of district Peshawar

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	7,305	4,298	1222	1248	17%	29%
Grade II	5,784	1,783	1291	515	22%	29%
Grade III	4,281	1,168	967	255	23%	22%
Grade IV	3,372	882	773	248	23%	28%
Grade V	2,361	662	555	191	24%	29%
Grade VI	1,584	389	308	134	19%	34%
Total	24,687	9,182	5,116	2,591	21%	28%

The dropout in Peshawar district varies among grades. The overall dropout noticed in the district was 21% for boys and 28% for girls. In girls the dropout rate in grade1, 2, 5 was 29%. In grade 6 it had reached to 34%. In grade 3 the dropout rate was estimated 22%.

In boys the dropout rate in grade1, 6 was less 17% and 19% respectively. In grade 3, 4 and 5 the dropout rate had risen to 24%. Two camps Nasir bagh and Kacha Gari were demolished. Many people repatriated to their homeland while some shifted to urban Peshawar.

Table P4: Grade wise dropout details of district Nowshera

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	780	551	636	285	82%	52%
Grade II	475	147	105	56	22%	38%
Grade III	270	69	69	69	26%	100%
Grade IV	232	47	98	27	42%	57%
Grade V	156	16	69	0	44%	0%
Grade VI	83	24	33	11	40%	46%
Total	1,996	854	1,010	448	51%	52%

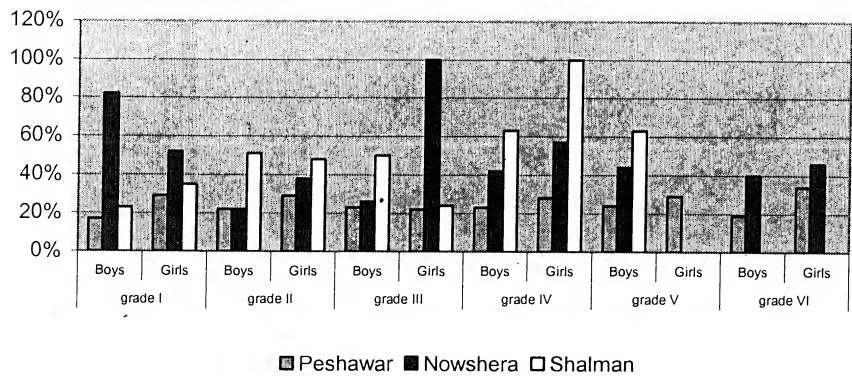
The overall dropout rate in Nowshera district (50%) was noticed the highest in all the 6 Resource Centers. This high dropout had severely affected the functionality of schools.

Table P5: Grade wise dropout details of Khyber Agency (Shalman)

	Enrolled		Dropped		Dropout in %	
	Boys	Girls	Boys	Girls	Boys	Girls
Grade I	1,115	1,094	260	381	23%	35%
Grade II	461	253	237	122	51%	48%
Grade III	200	46	100	11	50%	24%
Grade IV	207	3	130	3	63%	100%
Grade V	49	0	31	0	63%	0%
Grade VI	23	0	0	0	0%	0%
Total	2,055	1,396	758	517	37%	37%

Shalman was an emergency education program; the dropout rate in grade 1 was comparatively low to the upper grades. In boys the dropout rate in grade 1 was 23%, in grade 2 was 51% and 50% was in grade 3. In grade 4 and 5 it was gone up to 63%. In Shalman camp girls dropout showed high variation. In grade 1 (35%) grade 2 (48%) In grade 3 dropout was 24% and in grade 4 (100%) of the female students were dropped from schools.

Grade wise drop out in different district



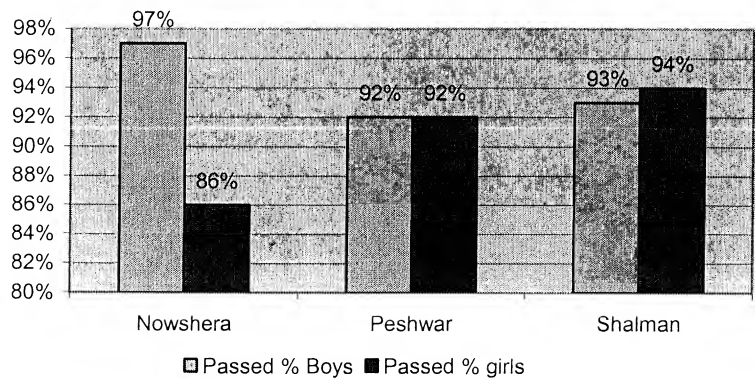
Highest dropout rates were found in all grades in district Nowshera. In Shalman camp the dropout rate has increased very much in grade 5.

5.3 Result analysis

5.3.1 Appeared and Pass ratio

Total pass percentage of Resource Center Peshawar was computed 91%. 40,170 students were enrolled in Resource Center Peshawar during the academic year 2002-03, out of which 28,244 students appeared in the examination. 26,130 students (19,328 boys and 6,802 girls) were declared successful and 2,114 students could not qualify in the examination (1,616 boys and 498 girls).

Comparision of pass percentage



The graph shows pass percentage for both genders in all districts of Resource Centre Peshawar. In Peshawar district the pass percentage for boys and girls was calculated 93% and 96% respectively which was found to be the best in comparison to other districts; however an impressive pass percentage was also recorded in the other districts. In Nowshera district the pass percentage of girls (86%) in comparison to boys (97%) was found as less.

Detail statistics of appeared, not appeared, pass and pass percentages was computed and presented in tables separately for all districts in Resource Center Peshawar as under.

Table P6: Grade wise details of appeared and pass students in district Nowshera

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	442	251	693	48	15	63	15%	440	212	100%	84%
Grade II	354	84	438	16	7	23	5%	336	77	95%	92%
Grade III	197	26	223	4	4	8	4%	186	21	94%	81%
Grade IV	129	20	149	5	0	5	3%	120	14	93%	70%
Grade V	81	16	97	6	0	6	6%	80	15	99%	94%
Grade VI	46	13	59	4	0	4	6%	46	12	100%	92%
Total	1,249	410	1,659	83	26	109	8%	1,208	351	97%	86%

Total pass percentage noted for boys (97%) and for girls (86%) in Nowshera district. It is very encouraging to mention that boys pass percentage in grade 1 was 100% usually a low pass percentage has been experienced in grade1. (84%) girls were passed in grade1, while in grade 4 the pass percentage in girls' was 70%.

Table P7: Grade wise details of appeared and pass students in district Peshawar

	Appeared			Not Appeared			%	Passed		Passed %	
	Boys	Girls	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	5707	2809	8516	376	241	617	7	5044	2436	88%	87%
Grade II	4204	1197	5401	289	71	360	6	3895	1201	93%	100%
Grade III	3162	889	4051	152	24	176	4	2941	803	93%	90%
Grade IV	2497	608	3105	102	26	128	4	2299	576	92%	95%
Grade V	1737	455	2192	69	16	85	4	1649	423	95%	93%
Grade VI	1216	254	1470	60	1	61	4	1198	253	99%	100%
Total	18,523	6,212	24,735	1,048	379	1,427	5	17,026	5,692	92%	92%

In district Peshawar overall pass percentage of boys and girls was 92%. In grade 2 and 6 100% girls had passed the examination, while in grade 3 (90%) was the notable figure.

Table P8: Grade wise details of appeared and pass students in Khyber agency (Shalman Camp)

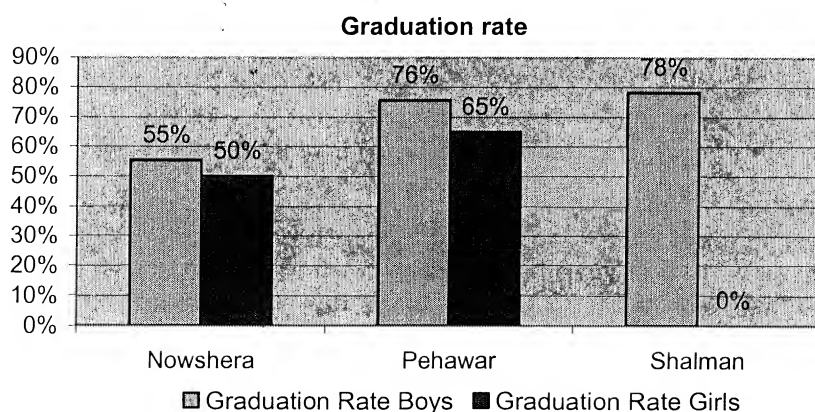
	Appeared			Not Apeared			%	Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	784	527	1311	71	186	257	16%	738	506	94%	96%
Grade II	196	116	312	28	15	43	12%	191	100	97%	86%
Grade III	89	35	124	11	0	11	8%	86	32	97%	91%
Grade IV	66	0	66	11	0	11	14%	65	0	98%	0%
Grade V	15	0	15	3	0	3	17%	14	0	93%	0%
Grade VI	22	0	22	1	0	1	4%	21	0	95%	0%
Total	1,172	678	1,850	125	201	326	15%	1,115	638	95%	94%

Shalman camp was an emergency camp. BEFARe established schools in that camp in January 2002. Pass percentage in all grades for boys was observed to be above 90% whereas 94% in grade 1, 97% in grade 2 and 3. Pass percentage for boys in grade 6 was 95%. 96% girls passed grade 1, 86% grade 2 and 91% had passed grade 3.

Not appeared students in exam was (15%) high in Shalman camp. Repatriation in shalman was high because of the extreme weather and withdrawal of organizations providing relief and humanitarian assistance for the camp.

5.3.2 Graduation rate

Graduation rate calculated in Resource Center Peshawar for boys and girls was 75% and 64% respectively. 1,690 boys were enrolled in academic year 2002-2003 in grade 6, out of which 75% have successfully passed grade 6. While (413) girls were enrolled out of which 64% had successfully been graduated.



No Girl was enrolled in Shalman camp in grade 6. The graduation rate in Nowshera district was 55% for boys and 50% for girls. Overall performance of Nowshera district was not satisfactory. Peshawar district also showed low

graduation rate. Major reason could be the demolition of kacha gari camp in examination period.

5.3.3 Students Performance in subjects and grades

Student's average marks in each subject and grade was computed and tabulated as given under for comparison.

1. District Nowshera

Table P9. Subject wise distribution of average marks in district Nowshera

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			59	84	70	56	72	72	69	69	69	77
Mathematics	63	68	64	76	59	69	52	55	50	47	61	54
Islamiyat	68	70	63	76	70	76	65	68	71	68	81	88
Drawing	71	80	78	79	69	66	82	73	82	85	75	81
English			53	78	71	77	62	44	68	57	65	53
Calligraphy	68	78	69	85								
Sport	88	93	89	97	90	92	90	100	87	100	93	100
Pashto	62	68	52	79	63	82	64	61	54	76	71	81
Quran	62	69	57	81	69	73	73	69	68	82	84	81
Social Study							60	46	71	48	74	75
General Science							73	66	65	59	77	69

Boys 59% performance in Urdu was very low in comparison to girls 84% and are accounted in category "A" whereas boys were put into "C". In higher grades a decreasing trend in average marks were noticed in girls' performance.

In Mathematic, the maximum average marks were to be seen in grade 2 obtained by girls (76%) and minimum marks were recorded in grade 5 girls (47%). However, girls performed poorly in higher grades. Overall students of both genders in mathematics could not perform well and were placed in category "C".

In Islamiyat and the Quran boys and girls average marks were in 60s and 70s thus came under category "B", except in grade 6 where both the gender performed well and fall in category "A"

Girls' performance in English in grade 4 was recorded 44%. In higher grades both genders performance in English was noticed to be decreasing.

Average marks in Pashto was recorded to be increasing in upper grades and falls in category "B", while in grade 1 and 2 it was noted to be put in "C" Although Pashto is the first language still students performance did not show any significant change from second language subjects.

Girls' average marks in social studies in grade 4 and 5 were 48% and falls in category "C" while in grade 6 their performance had improved (75%). Boys with "B" grade performance was better in general science than girls, who fall in category "C".

2. District Peshawar

Table P10: Subject wise distribution of average marks in district Peshawar

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			64	68	67	73	66	70	68	74	68	75
Mathematics	61	60	62	67	59	63	62	66	59	62	61	70
Islamiat	63	62	62	66	63	66	61	66	69	72	76	80
Drawing	71	72	75	75	74	80	77	80	80	84	82	91
English			62	62	65	66	63	66	62	63	65	67
Calligraphy	68	70	71	70								
Sport	83	87	88	86	88	89	92	92	93	92	93	93
Pashto	62	61	61	65	63	63	66	70	66	72	71	80
Quran	60	62	60	66	63	68	68	70	71	76	75	82
Social Study							61	67	65	70	68	71
General Science							63	66	63	69	67	79

Table P10 shows average marks obtained in different subjects in district Peshawar. Maximum marks obtained in Urdu were 75% in grade 6 scored by girls, while minimum marks (64%) were recorded in grade 2 by boys.

In Mathematic, the highest marks (70%) were recorded in grade 6 by girls. In general students' performance in all grades fall in category "B".

In Islamiyat and the Quran, students' performance was accounted in category "B" except the girls student of grade 6 whose marks fall in "A" category. It was always assumed that refugees communities are interested in religious education and attach due importance to it. Students were attending madrassas and mosque as well; still in all grades students' average marks in religious education was observed to be less in comparison to other subjects.

The average marks in English were reflected to be 70% by both genders in all grades from district Peshawar.

In Social Studies and General Science, students performance in all grades were observed to be placed in category "B", nonetheless science subjects are practical oriented and interesting subjects and students were supposed to have performed better.

Table 4: Cohort of students

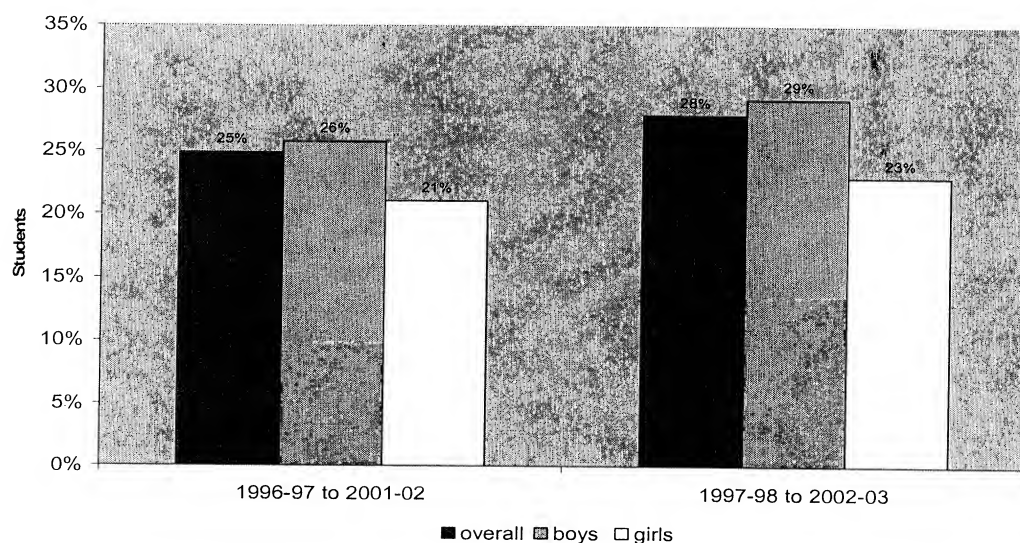
Cohort of Students						
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1996-97	23,943	14,298	9,557	6,720	4,725	3,071
1997-98	24,846	15,170	9,511	6,682	4,839	2,953
1998-99	25,526	17,175	10,324	7,131	4,995	3,270
1999-00	31,579	20,797	14,353		5,965	3,929
2000-01	29,204	24,189	19,121	12,268		4,794
2001-02	33,378	24,099	18,783	14,271	8,887	
2002-03	42,985	27,264	20,012	15,277	11,190	6,932

Source EMIS data

Table 4 indicates that 23,943 students were enrolled in grade 1 during the session of 1996-97. Out of this figure only 5,957 students remained enrolled till grade 6 and successfully passed the grade 6 in 2001-02. The cohort survival rate of this group of students for the session 1996-97 which concluded in 2001-02, was 25% (Boys 26% and Girls 21%).

Similarly, the cohort survival rate of group of students who were enrolled during the 1997-98 and completed the 6 year cycle period of primary education, graduated in 2002-03 was estimated as 28%, where the survival rates for boys and girls were recorded as 29% and 23% respectively.

Figure 3: Comparison cohort survival rate of two batches



It is encouraging to note the increasing trend in cohort survival rate between those two batches. **The overall cohort survival rate has improved from 25% in the period 1996-2002 to 28% during the period 1997-2003.**

3. Khyber agency (Shalman camp)

In Shalman camp the average marks could be seen in 60s and 70s. In Urdu girls' average marks were computed to be better than boys. Girls' from grade 2 and 3 have scored in 70s while boys score was found to be in 60s. Boys performed poor in grade 5 and 6 and were placed in category "C".

Table P11: Subject wise distribution of average marks in Shalman camp

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			61	70	64	74	70	-	54	-	52	-
Mathematics	58	56	63	57	66	63	65	-	69	-	57	-
Islamiat	56	57	68	61	66	74	71	-	68	-	66	-
Drawing	63	68	71	63	74	79	77	-	65	-	73	-
English			62	63	67	76	65	-	43	-	46	-
Calligraphy	65	65	72	67								
Sport	79	77	76	88	84	93	90	-	85	-	93	-
Pashto	63	56	65	57	71	74	73	-	73	-	66	-
Quran	55	55	63	62	66	73	73	-	80	-	85	-
Social Study							75	-	82	-	73	-
General Science							69	-	67	-	71	-

Girls' performance trend in mathematics was found to be increasing in the higher grades. Both boys and girls performance in mathematics come under category "B".

In Islamiat and the Quran, students' performance in grade1 falls in category "C". Going along the higher grades predominantly an upward trend could be observed for both boys and girls.

Boys performance in English in grade 5 and 6 falls in category "C" while girls obtained 76% average marks in grade 3,

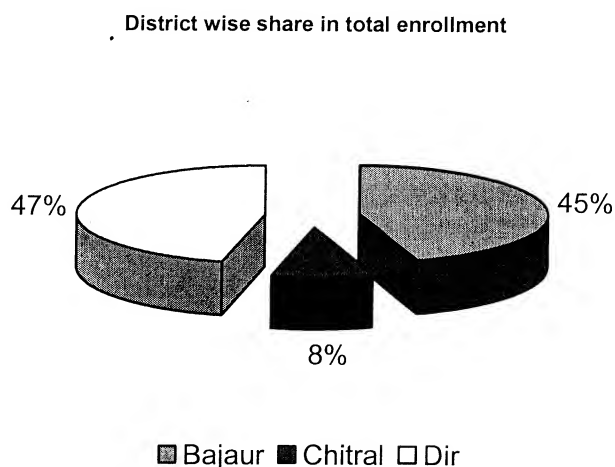
The performance of students in grade 1 and 2 could be termed unsatisfactory in Pashto and were set to come under category "C", while performance in grade 3 has improved and promoted to category "B".

Students performed well in Social Studies and obtained above 70% marks, while in General Science students performance was poor as compared to Social Science and fall in category "B".

6. Resource Center Timergara

6.1 Enrollment

Total enrolment in Resource Center Timergara was 16, 983. The proportion of boys and girls' enrollment was almost equal which were 8,591 and 8,392 respectively. District wise enrolment was recorded greater in district Dir which was 47% (7,883) followed by district Bajaur 45% (7,658). Enrollment of District Chitral was recorded as 8% (1,442) of the total enrollment in Resource Center Timergara which was the least in comparison to other districts.



Gender wise greater enrollment was found in district Dir which was 4,045 in boys and low girls' enrollment was found in district Chitral.

High number of repeaters was recorded in district Bajaur 709 (boys 379 and girls 330) followed by district Dir (641). District Chitral has the least number of repeat cases with total of 182.

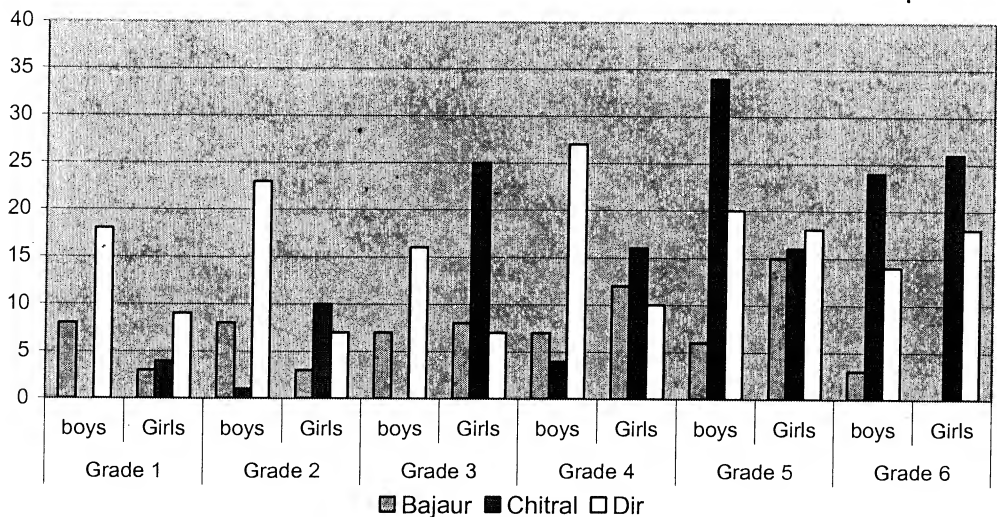
Table T1: Distribution of students by districts

District	Enrolled			Repeater			Fresh enrollment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bajaur	3792	3866	7,658	379	330	709	3,413	3,536	6,949
Chitral	754	688	1,442	88	94	182	666	594	1,260
Dir	4045	3838	7,883	359	282	641	3,686	3,556	7,242
Total	8,591	8,392	16,983	826	706	1,532	7,765	7,686	15,451

6.2 Dropout

In district, grade and gender wise analysis the highest rate of dropout was observed in grade 1 and 4 in boys in Dir district, Whereas Chitral district was remained prominent for the high rate among girls from grade 1 and 6. The least rate of dropout was observed in Bajaur district in all grades. The highest rate of dropout in Resource Center Timergara was recorded for boys in grade 5 in Chitral district followed by Dir district in grade 4 for boys.

District, Grade and Gender Wise Dropout



Grade wise dropout of all districts in Timergara Resource Center

Bajaur district has been observed as low among all the districts. It is interesting to quote that an equal ratio of 7% for both genders was estimated. The highest dropout rate among boys was noted in grade 1 and 2 which was 8% in both cases. The main reason for dropout in early grades in Bajaur was the establishment of Islamic Madrassas where parents prefer to send their children over school education. Furthermore they get assistance in terms of food, clothes and finance from the madrassa as well.

The dropout among girls was 15% in grade 5. Attaining age of puberty, engagement or early marriage could be the major reason for girls' dropout.

Most interesting and surprising was that the lowest percentage in dropout was recorded in girls which were 3% in grade 1 and 2 while no dropout has been recorded in girls in grade 5.

Table T2: Grade wise details of dropout of Bajaur District

	Enrolled		Dropped			Dropout in %	
	Boys	Girls	Boys	Girls	Overall	Boys	Girls
Grade I	1008	1010	85	34	119	8%	3%
Grade II	841	847	68	28	96	8%	3%
Grade III	700	763	49	59	108	7%	8%
Grade IV	553	616	38	76	114	7%	12%
Grade V	387	446	23	65	88	6%	15%
Grade VI	303	184	9	0	9	3%	0%
Total	3,792	3,866	272	262	534	7%	7%

Overall dropout rate in Chitral district was recorded as 7% and 15% in boys and girls respectively. Here the girls' dropout was doubled than that of boys. The highest (34%) dropout was observed for boys in grade 5 whereas for girls the highest dropout (26%) was recorded in grade 6. It is interesting that no dropout rate was observed in boys in grade 1. The main reason of dropout for both boys and girls in Chitral district was repatriation where more than 250 families were reported to be repatriated to Afghanistan.

Table T3: Grade wise details of dropout of district Chitral

	Enrolled		Dropped			Dropout in %	
	Boys	Girls	Boys	Girls	Overall	Boys	Girls
Grade I	169	154	0	6	6	0%	4%
Grade II	165	145	1	15	16	1%	10%
Grade III	150	139	0	35	35	0%	25%
Grade IV	108	129	4	21	25	4%	16%
Grade V	92	68	31	11	42	34%	16%
Grade VI	70	53	17	14	31	24%	26%
Total	754	688	53	102	155	7%	15%

Overall dropout rate in Dir district was recorded as 20% and 10% for boys and girls' respectively. The situation in this district was contrary to that of Chitral district. Here the boys' dropout rate was doubled than that of girls. Highest rate of dropout (20%) among boys was noted in grade 4 while in girls it was grade 4 and 5 which had dropout 18% in each case. A significant rate dropout (23%, 20%) among boys was noted in grade 2 and 5 similarly in girls in grade 1 and 3 the calculated dropout was 9% and 10 % respectively.

Table T4: Grade wise details of dropout of district Dir

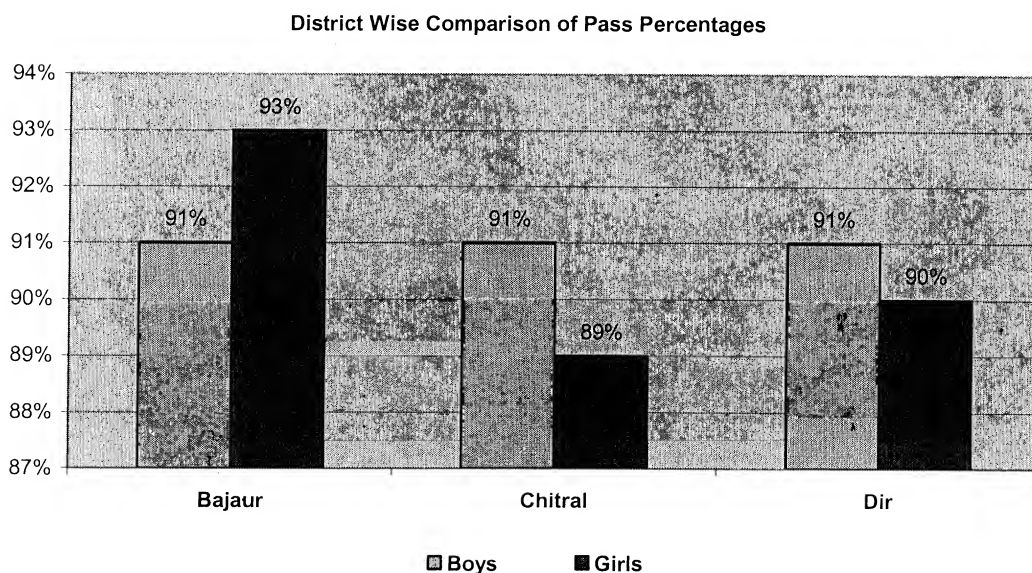
	Enrolled		Dropped			Dropout in %	
	Boys	Girls	Boys	Girls	Overall	Boys	Girls
Grade I	1182	666	210	61	271	18%	9%
Grade II	876	287	199	19	218	23%	7%
Grade III	725	227	116	17	133	16%	7%
Grade IV	493	173	131	17	148	27%	10%
Grade V	468	138	92	25	117	20%	18%
Grade VI	301	60	41	11	52	14%	18%
Total	4,045	1,551	789	150	939	20%	10%

6.3 Result Analysis

6.3.1 Appeared and Pass ratio

In the year 2002-2003 a total of 16, 983 (8,591 boys and 8, 392 girls) students were enrolled in Timergara Resource Center. Among them 15, 063 (7,745 boys and 7,318) were appeared in the annual exam out of which 91% (7,022) of boys and 91% (6,682) of girls were successful. It was to be noted that Timergara was the only Resource Center among all which is equal in gender wise enrollment as well in pass percentage.

As a whole the result of Timergara Center was good as 91% where each district contributed to its fullest in achieving the target.



In district wise result analysis it was observed that Bajaur district stood on top with 91% and 93% pass percentage for boys and girls followed by Dir district as 91% and 90% for boys and girls successively. The lowest (91% and 89%) pass percentage among districts was noted in Chitral district because of weak performance of girls.

District wise details of appeared, not appeared and pass percentage are given as under.

In district Bajaur during 2002-2003 total 6,849 students comprising 3,437 boys and 3,412 girls were appeared in the annual exam. Total pass percentage among boys was observed 91% while in girls 93%. In both genders increase in

pass ratio was observed as the students moved to the higher grade, for instance the pass percentage of boys in grade 1 was 88% and girls' 92%, this percentage has thereby increased successively to 96% and 98% in higher grade for boys and girls.

Table T5: Grade wise details of appeared and pass students in district Bajaur

	Appeared			Not Appeared				Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	900	944	1844	23	32	55	3	793	866	88%	92%
Grade II	761	773	1534	12	46	58	4	689	721	91%	93%
Grade III	627	650	1277	24	54	78	6	570	604	91%	93%
Grade IV	503	503	1006	12	73	85	8	458	475	91%	94%
Grade V	357	358	715	7	23	30	4	328	332	92%	93%
Grade VI	289	184	473	5	0	5	1	276	181	96%	98%
Total	3437	3412	6849	83	228	311	4	3,114	3,179	91%	93%

Total percentage of the students who were not appeared in annual exam was 4%. In grade wise analysis clearly reflect that the higher repeat rate was recorded in 4 and 6 as 8% and 6% successively while the least percentage was noted in grade 6 as 1%.

Table T6: Grade wise details of appeared and pass students in district Chitral

	Appeared			Not Appeared				Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	163	148	311	6	0	6	2	146	136	90%	92%
Grade II	162	130	292	2	0	2	1	145	116	90%	89%
Grade III	142	103	245	8	0	8	3	129	87	91%	84%
Grade IV	101	108	209	3	0	3	1	92	93	91%	86%
Grade V	60	57	117	1	0	1	1	55	49	92%	86%
Grade VI	53	39	92	0	0	0	0	51	37	96%	95%
Total	681	585	1266	20	-	20	2	618	518	91%	89%

In district Chitral total of 1,266 students comprising 681 boys and 585 girls were appeared in the annual exam in the session 2002-2003. Among them 91% of boys (618) and 89% of girls (518) successfully qualify the exam. In both genders grade wise progress in term of pass percentage has improved and was recorded 90% for boys 92% for girls in grade 1 which has increased to 96% and 95% for boys and girls respectively in grade 6.

The minimum percentage of not appeared students was observed in Chitral district which was 2% as whole.

In district Dir during academic session 2002-2003, total 6,948 students comprising 3,627 boys and 3,321 girls were appeared in the annual exam, out of which 91% (3,290) boys and 90% (2,985) girls were declared successful. In gender and grade wise analysis it was observed that the pass percentage in each grade has been improving as move to higher grade except for grade girls (88%).

Table T8: Grade wise details of appeared and pass students in district Dir

	Appeared			Not Appeared				Passed		Passed %	
	Boys	Gils	Total	Boys	Girls	Total		Boys	Girls	Boys	Girls
Grade I	1068	880	1948	103	64	167	11	935	788	88%	90%
Grade II	776	670	1446	61	70	131	14	704	603	91%	90%
Grade III	640	630	1270	67	83	150	18	595	556	93%	88%
Grade IV	440	571	1011	40	56	96	19	406	513	92%	90%
Grade V	429	407	836	23	42	65	13	388	373	90%	92%
Grade VI	274	163	437	15	31	46	15	262	152	96%	93%
Total	3627	3321	6948	309	346	655	14	3,290	2,985	91%	90%

The highest rate of the students who were not appeared in exam due to short attendance was recorded in Chitral district which was 14 %. The number of not appeared students was observed to be from grade 3 and 4 with calculated figure of 18% and 19% for boys and girls respectively.

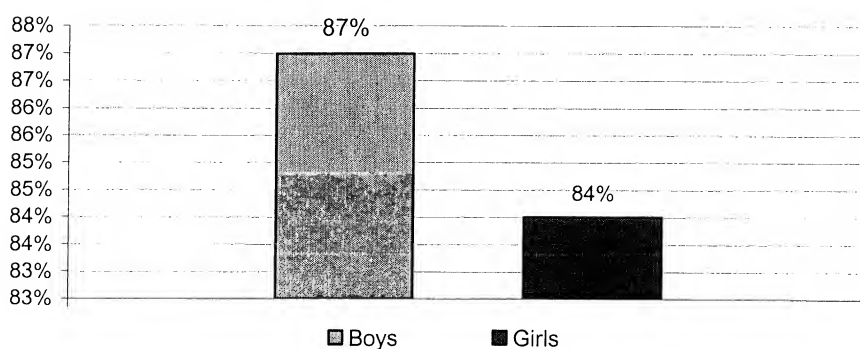
6.3.2 Graduation rate

In Timergara Resource Center total of 674 boys and 443 girls were enrolled in grade 6 during 2002-2003. Out of this figure 87% of boys and 84% of girls could successfully pass the examination and become primary graduate. The least (73%) percent of graduation among districts was observed for boys in Chitral district, and for girls it was 74% documented in Dir district.

Table T9: District wise graduation rate

District	Enrollment		Pass		Percentage	
	Boys	Girls	Boys	Girls	Boys	Girls
Bajaur	303	184	276	181	91	98
Chitral	70	53	51	37	73	70
Dir	301	206	262	152	87	74
Total	674	443	589	370	87	84

Graduation Rate of Resource Center Timergara



6.3.3 Students Performance in Subjects and grades

1. District Bajaur

In district Bajaur, in Urdu boys' average marks has been improving from initial grade to higher grades. In grade 2 boys with 59% marks were to be placed in "C" and in other grades with average marks above 60% they (boys) could fall in "B". Girls' performance has also improved from grade "C" to "B" in higher grades as compared to initial grades.

In Mathematic, an overall poor result was shown by both genders (max 64% and min 58%). There was downward trend observed in marks for both boys and girls from grade 1 to grade 4 which again moved up in grade 5 and 6. However majority students' fall in grade "C" and few come under grade "B".

Table T10: Subject wise distribution of average marks in district Bajaur

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			59	59	61	59	62	60	66	68	65	68
Mathematics	61	61	59	58	60	59	57	59	62	63	59	64
Islamiat	62	63	60	61	59	59	61	62	64	64	67	72
Drawing	68	67	66	69	72	68	75	71	75	78	78	80
English			60	58	60	57	61	57	64	62	65	67
Calligraphy	64	66	66	63								
Sport	80	83	79	77	81	75	86	80	88	93	86	92
Pashto	62	62	60	62	62	60	61	60	67	65	67	67
Quran	82	64	61	60	62	61	62	64	69	73	73	74
Social Study							62	58	62	66	66	68
General Science							60	57	64	65	66	67

In English, boys marks was found be better than girls, nonetheless the best marks were scored by girls in grade 6. There was an increasing trend observed in average marks from lower grade to higher. Boys' marks in grade 2, 3 and girls including 4 come under category "C". Students' marks from the other remaining grades could well fit into grade "B".

In Social Studies and General Science, improvement was noted in girls average marks while boys' performance was constant throughout. Min 57% and max 68% average marks were scored by girls. 60% were the least average marks and highest marks 66% were being scored by boys.

2. District Chitral

In Urdu, boys average marks were found to be better than girls. Boys obtained average marks were above 60% and thus fall in grade "B". Girls' average marks in all grades varied in 50s and were placed in grade "C".

In Mathematics, the result of students in Chitral was also disappointing. None of the student could get marks above 60%. The maximum marks 60% were noted in grade 6 which was scored by boys. All students in this district based on their marks were placed in grade "C".

Table T11: Subject wise distribution of average marks in district Chitral

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			63	56	60	58	63	56	66	53	64	58
Mathematics	59	55	58	57	56	52	55	59	58	50	60	55
Islamiat	58	57	57	58	55	56	53	57	58	49	60	66
Drawing	62	60	61	62	67	60	63	64	67	63	65	69
English			55	52	55	56	61	61	62	52	66	61
Calligraphy	55	53	52	57								
Sport	66	66	70	70	71	70	74	71	76	65	78	76
Pashto	59	55	58	57	58	56	59	58	61	55	70	69
Quran	57	56	58	59	61	57	65	68	66	66	71	76
Social Study							58	58	59	58	69	66
General Science							55	58	56	54	56	64

In English, max (66% and 61%) were the average marks scored by boys and girls in grade 6 respectively. Only in grade 4 and 6 the average marks were noted to be above 60% and students in other grades have got below 60% marks "C".

In social studies max average marks (69%, 66%) were being scored in grades 6 by boys and girls respectively. Marks of students from other grades varied in 50s and were to be placed in "C". In General Science poor performance was shown by both boys and girls in all grades except girls from grade 6 (64%). Grade "C" could be accorded to students from all grades.

3. District Dir

In Urdu boys average marks were observed to be greater as compared to girls. Maximum of 65% average marks were noted in grade 6 which was scored by boys. Girls' average marks were found to be in 50s and were placed in grade "C".

In Mathematics, average marks were again found to be in 50s and 60s. Girls have performed better in this subject than boys. 66% was the maximum figure computed for girls in grade 5. Overall average marks could fall into grade "C".

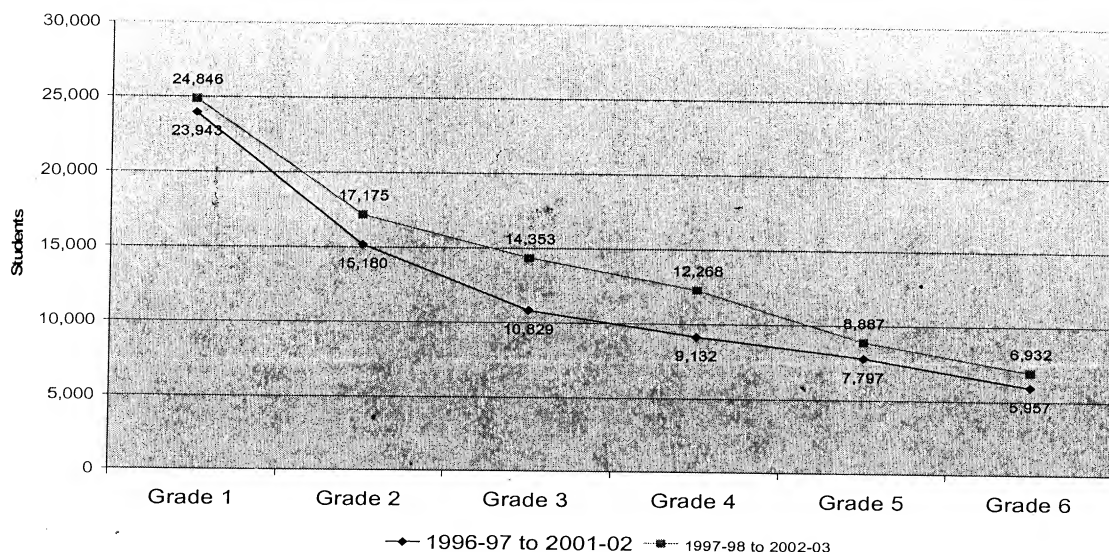
Table T12: Subject wise distribution of average marks in district Chitral

Subject	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Urdu			60	58	64	55	60	60	59	60	65	57
Mathematics	55	60	57	59	60	54	60	61	59	66	61	57
Islamiat	55	59	57	61	62	54	59	58	65	65	67	65
Drawing	61	58	66	62	66	57	67	64	69	69	75	71
English			57	60	63	55	60	55	58	56	64	51
Calligraphy	56	56	63	61								
Sport	78	75	81	74	84	72	82	74	85	74	86	76
Pashto	55	60	57	60	63	57	63	64	63	67	65	65
Quran	54	56	57	58	64	60	64	66	67	69	72	71
Social Study							62	57	62	63	65	66
General Science							57	57	58	63	64	59

In English, average marks were found below 60%. Only figure above 60% was scored by boys in grade 6. Based on the average marks the student could be given grade "C".

A better result was seen in Social Studies to General Science in terms of average marks. The result gradually has improved from lower grade to higher grades. Best average marks (66%) were found to be scored by girls in grade 6 in Social Study. While in General Science 64% was again seen to be scored in grade 6 but by boys. Generally average marks in those subjects fall in grade "B".



Figure 4: Grade wise comparison of student survival (cohort) for two batches

2. Dropout

Dropout is a vital issue the project is faced with from the very onset and various attempts were initiated to curtail it. Yet, it could not be contained completely due to some obvious reasons.

Despite all attempts made to reduce the dropout, the rate has been on the rise during the 2002-03. This year the dropout ratio reached 16% which is double that of 1996-97, which was 8%. Except Timergara, in all the other Resource Center the dropout rate was above 10%, for both boys and girls. The Resource Center in Peshawar was leading with the dropout rate of 25% (boys 23% and girls 30%). The second highest figure was observed in Abbottabad and Mardan which was 13% (Table 5).

The main reason for such a high dropout rate was the repatriation drive and demolition of camps in the suburban areas of Peshawar.

Exceedingly high dropout percentage was witnessed in Shalman camp where the figure was 37% (boys 37% and girls 37%). Shalman camp was established on an emergency basis immediately after the US led coalition attacked Afghanistan. Since it was maintained as a separate emergency camp, it is treated separately in the analysis. Nonetheless, this camp has been included in the administration of Peshawar Resource Center since April 2003.

Annexures

Table 5: Resource Center dropout rate by gender

Resource Center	Enrolled			Dropped			Dropout in %		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Overall
Abbotabad	15,361	4,496	19,857	1,785	747	2,532	12%	17%	13%
Bannu	7,781	1,836	9,617	806	203	1,009	10%	11%	10%
Hungu	16,043	2,859	18,902	1,929	353	2,282	12%	12%	12%
Mardan	12,874	5,257	18,131	1,480	967	2,447	11%	18%	13%
Peshawar	26,683	10,036	36,719	6,126	3,039	9,165	23%	30%	25%
Shalman	2,055	1,396	3,451	758	517	1,275	37%	37%	37%
Timergara	8,591	8,392	16,983	434	535	969	5%	6%	6%
Total (2002-03)	89,388	34,272	123,660	13,318	6,361	19,679	15%	19%	16%
1996-97	51,839	8,965	60,804	4,164	575	4,739	8%	6%	8%

Source: BEFARe Study 2003

It can be observed from Table 5 that the dropout rate of girls (19%) is high compared to the boys (15%). The rate of dropout amongst girls in all Resource Centers was also greater than that of boys.

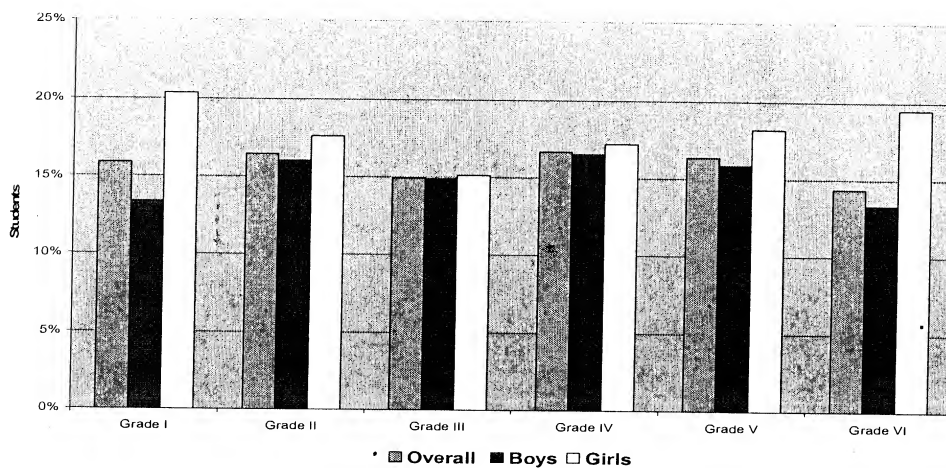
According to a survey report (October 2002) of the Community Participation & Development Unit of GTZ-BEFARe, the reasons for dropouts are numerous. The report states "the survey findings reflect a host of reasons for dropouts. Besides repatriation, child labour, adolescent/engagement of girl child, relocation of families due to demolition of camps in urban Peshawar, admission in better standard (English medium) schools were also cited." (Report CP&D unit in GTZ-BEFARe).

Table 6: Grade wise dropout ratio by gender

	Enrolled			Dropped			Dropout in %		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Grade I	27,614	15,371	42,985	3700	3129	6,829	13%	20%	16%
Grade II	20,172	7,092	27,264	3234	1248	4,482	16%	18%	16%
Grade III	15,311	4,701	20,012	2279	711	2,990	15%	15%	15%
Grade IV	11,810	3,467	15,277	1953	596	2,549	17%	17%	17%
Grade V	8,714	2,476	11,190	1382	450	1,832	16%	18%	16%
Grade VI	5,767	1,165	6,932	770	227	997	13%	19%	14%
Total	89,388	34,272	123,660	13,318	6,361	19,679	15%	19%	16%

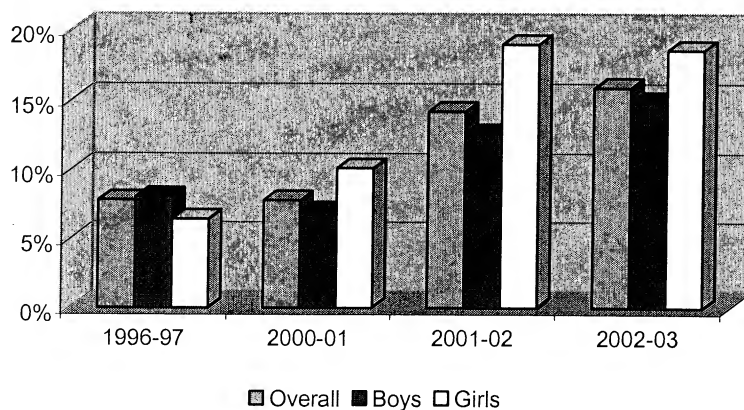
Source: BEFARe Study 2003

The dropout rate between grades was also very high. It is important to note that the dropout rate in all grades was observed as more or less equal during 2002-03. Generally a declining dropout trend was observed in the higher grade in years hitherto.

Figure 5: Grade wise dropout students in 2002-03

The dropout rate had remained around 8% since 1996-97. But in the year covered in the report it has increased to 16%, due to reasons discussed earlier. The dropout rate of girls has been more which has affected in the increase of the overall rate of dropouts in the BEFARe schools. The girls' dropout was recorded as high as 19% during 2002-03, as compared to 6% in 1996-97.

Although the dropout trend has been rising high during the last few years, yet the ratio of enrollment was significantly higher than the rate of dropout, which has resulted in an overall higher rate of retention. Similarly, efforts of the project to keep the dropout under check for a few years were noteworthy.

Figure 6: Dropout trends for the last few years



Formal Education

Annual Examination Result Analysis 2002-03



Volume - I

August, 2003

MIS/M&E Unit

Basic Education for Afghan Refugees

د افغان مهاجرو لږ پاره لومړني تعليمات

**Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
German Agency for Technical Cooperation**

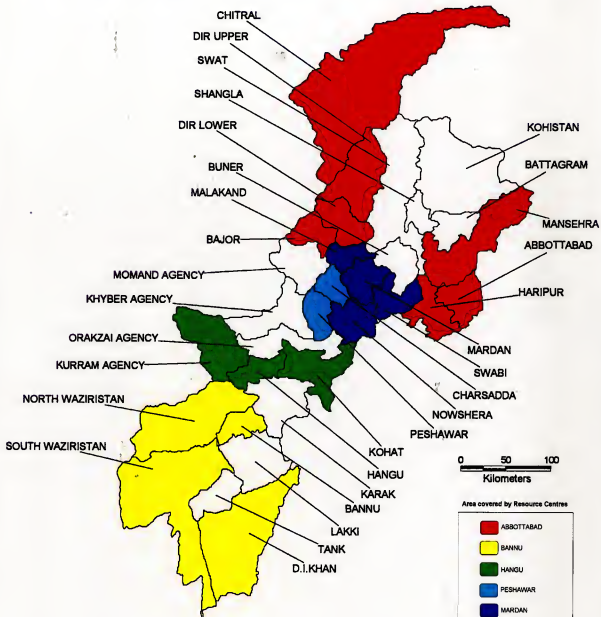


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Preface

This study is the first ever to be undertaken on annual examinations of BEFARe schools by the M&E/MIS Unit with a new approach of analyzing the quality on the basis of average marks of the students in each subject. The importance of knowing at depth the performance of students in various subjects in each resource center cannot be over stated. It is the basis for quality improvement of the system. Such an analysis provides the teachers, supervisors and the head teachers the gaps in the levels of the competencies and the need for relevant changes in teaching strategies and corrective measures. The results would guide the organization in its professional development and quality improvements. These are but a few of the advantages of this analysis for those concerned in both teaching and supervision. It is a mirror that helps to identify flaws in the teaching and learning rather than depend on unscientific approaches.

The next step for the M&E would be to go further deep to identify the specific weaknesses in the subjects taught in terms of concepts using more statistical methods than mere percentage analysis. That would throw light both on the capacity of the teachers in understanding concepts and learning needs of the students. Changes in the guide books could be also initiated based on such findings. The study also helps the respective Managers of the Resource Centers to understand the level of performance of their schools per se and vis-à-vis other centers and adopt suitable strategies to improve the standards. It also leads to a healthy competition amongst the Centers. It is strongly suggested that the Resource Centre Managers study this document and take corrective action.

In general the concept of refugee education now considered as only an emergency measure by the international community, seemingly may change through studies of this nature, providing new dimensions in emergency education. Emergency education for refugees have to be studied and serious attempts should be taken to improve its qualitative aspects both in terms of introducing new themes such as peace education, environment, gender etc and providing quantitative and qualitative insights about the performances of students. This study by the M&E unit of BEFARe provides that important need.

I should congratulate the respective personnel in the M&E Unit for their untiring efforts and to specially Mr. Rehan Awan for this initiative, Israr Khan for following up of the responsibility as the new head of the unit and Riaz Khan for writing the report and follow up work.

Dr. S.B. Ekanayake
Technical Advisor

September 2003

Foreword

It gives me immense pleasure and satisfaction to release this report just before my departure. My formal working relation with GTZ-BEFARe, spread over seven year period, is coming to halt this month. My association with GTZ-BEFARe has remained highly educational and memorable. I strongly believed on team work and at the unit we left no stone unturned to endeavor for the amelioration of quality education. I understand that we might have made some mistakes during the process. Nevertheless, we tried to ensure to gain experience by pondering on mistakes and never let it to cost.

Bringing forth this report "*Annual Examination Result Analysis 2002-03*" is a step forward in right direction. The report looks into all the aspects of GTZ-BEFARe educational project. It gives an insight to the reader about enrollment, growth rate, dropout and repetition and also presents an analytical picture of students' progress from each Resource Center. All these analysis, for the first time, are taken down to the district level to provide the management and other concerned official with a vivid picture of the progress made in respective areas. It is expected that district level statistics, comparative views and analysis of trends given in this report would afford both quantitative and qualitative information to the management and planner involved in the development of education at GTZ-BEFARe to identify shortcomings and re-direct their efforts towards them. However, simple language has been tried to make this report easily understandable and enjoyable to all.

The report is the outcome of team work shown by the M&E/MIS unit. I would like to acknowledge and thank my team and all those without whom assistance, completion of this report would have not been possible. I owe thanks to Ms. Maryam Khan, Ms. Nasira Nasrine and Mr. Riaz Khan (PM&E Officers) who took pains in drafting this report; but special acknowledgement and appreciation goes to Riaz Khan who played instrumental role in organizing, editing, designing and finalizing the report. The MIS personnel Mr. Israr Khan, Mr. Liaqat Gul and computer operator Mr. Siraj Ahmad Lodhi also need special mention for their untiring efforts in consolidation, tabulation and projection of statistical data. I gratefully acknowledge the assistance and cooperation of Field Education Supervisors and Master Trainers and schools Head Teachers for collection and verification of field data. Last but not the least, I sincerely pay my gratitude to Mr. Holger Munsch (Chief Technical Advisor), Dr. S. B. Ekanayake (Technical Advisor) and all Project Managers for their continued support, co-operation and guidance.

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